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MISSOURI  
STATE TEACHERS  
ASSOCIATION

# SCHOOL *And Community*

VOL. XXVII

DECEMBER, 1941

No. 9



# M. S. T. A.

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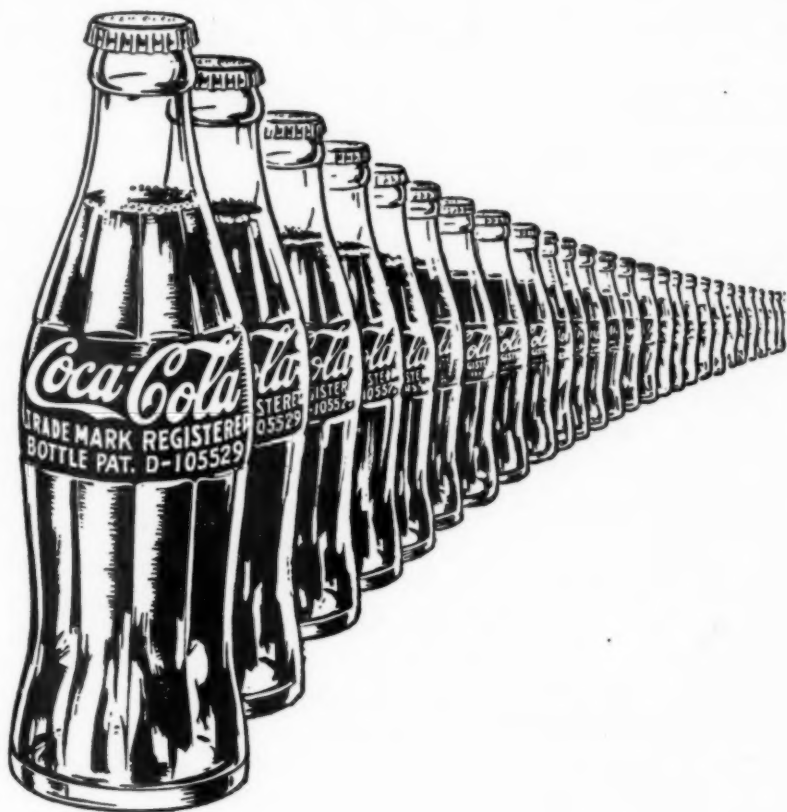
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# SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER  
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Associate Editor

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## IMPORTANT EVENTS

### DECEMBER

26 American Association of Teachers of Spanish, Hotel Statler and Washington University, St. Louis, December 26-27, 1941.

29 National Business Teachers Association Convention, Hotel Sherman, Chicago, December 29-31, 1941.

### FEBRUARY

21 American Association of School Administrators, San Francisco, February 21-26, 1942.

26 American Association of Junior Colleges, Los Angeles, February 26-28, 1942.

### MARCH

26 Department of Superintendence of M.S.T.A., 29th Annual Meeting, Columbia, March 26-27, 1942.

DECEMBER, 1941

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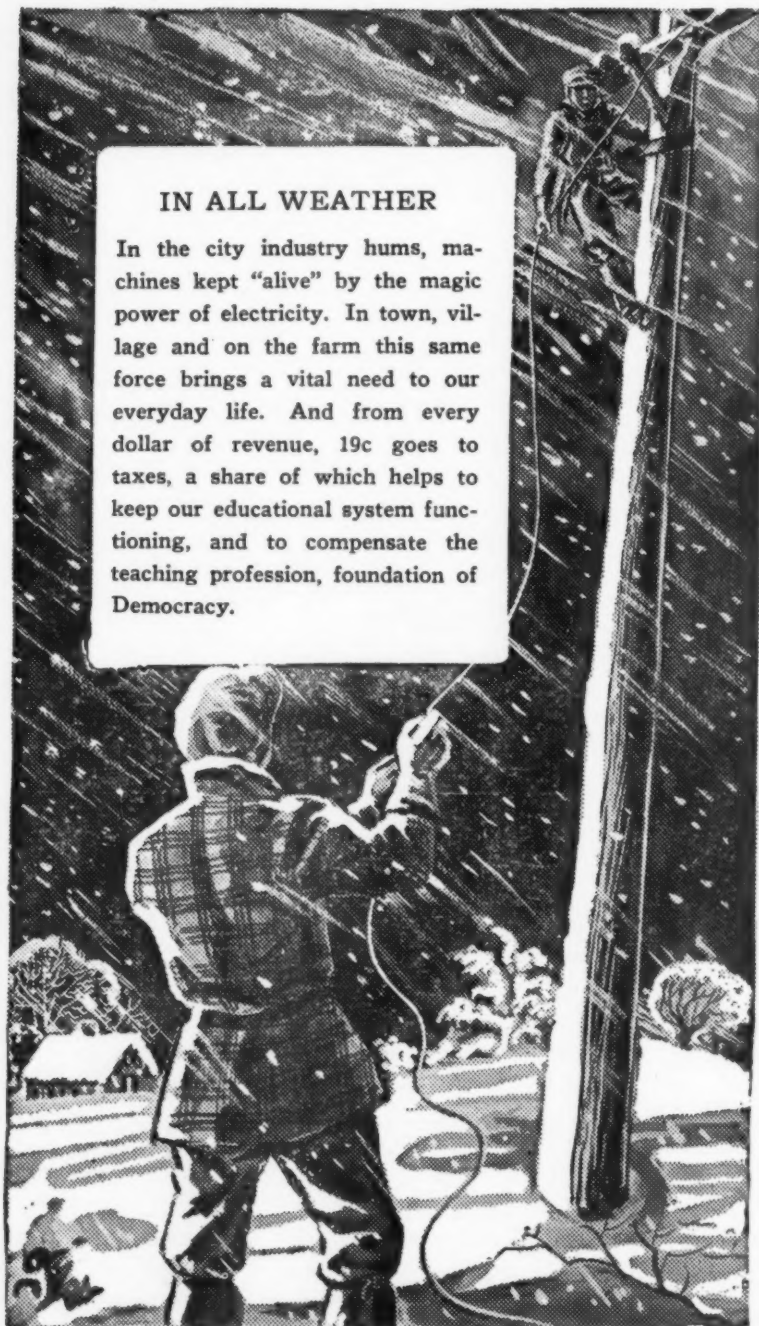
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## An Editorial Wish

### A Genuine Christmas to You!

LESS THAN THREE days ago Japan attacked Hawaii and others of our island possessions. Hundreds of American lives were lost. Twenty-four hours ago our Congress declared war on the aggressor nation. Last night Japanese planes flew over San Francisco. Just now the radio is announcing that sirens are sounding an air raid alarm in New York and that schools have been dismissed in order that the children may be the less exposed to the dangers of a bombing attack. The ether is surcharged with sound and fury signifying tragedy, sorrow, disaster, grief—God knows how much and to whom! And yet we are impelled to follow our long established habit of writing a Christmas editorial!

The near future is dark! What Christmas Day may bring no one knows! But we have our beliefs and our loyalties. We have our memories and our hopes. We have today and its duties. We can be true to these.

We believe that Christmas is more than a day or a season, even more than a generation or a dynasty, that it is linked with the infinite and born of the eternal. We feel that it is above dogma, that it is the core and essence of Truth. As realists we recognize it as the heart of reality. As idealists we see it encompassing every ideal.

The Natal Message of "Peace on Earth and Among Men of Good Will" is still ringing in the hearts of men. Prime Minister Churchill said yesterday that four-fifths of the population of the globe were on our side—the side that believes in the Christian ethic represented by Christmas. Most men, we believe, have in their hearts a desire for Freedom and Justice and a love for Liberty, Equality, and Fraternity. Good will is not dead.

Peace! It can be a reality even now. The Master whose natal day we celebrate and whose coming occasioned the carol of Peace on Earth was a man of inward, not outward peace. There is a peace that surpasseth understanding. A peace that operates amid the din of battle and the clash of worlds, that lies deeper than the lashing waves of a wind swept sea

It is this sort of peace we must seek and pursue *now*. It is the kind the teacher needs. It is the kind of peace she must transmit to pupils. A peace that is deeper than gaiety, more meaningful than merriment, and more genuine than safety.

Whatsoever may distract us on this day, let us cling to our faith and our loyalty, treasure the bright pictures of memory and be faithful to the day and its duties.

What Christmas means in its essence we may have. This we wish for all teachers, knowing if it is theirs it is the children's too and thus it belongs to all the ages that lie ahead and shall be to all people.

## Convention Notes

THE SEVENTY-NINTH ANNUAL CONVENTION of the Missouri State Teachers Association held in St. Louis, December third to sixth received the acclaim of "the best ever" from those who attended it. President R. M. Inbody was showered with compliments on the program he had arranged, and the school people of St. Louis received many deserved compliments for the thoughtful and helpful cooperation they gave for the conveniences, comforts, and entertainment of the visiting teachers.

The theme of the program "We Look to the Future" was appropriately sounded by the keynote addresses of State Superintendent Lloyd W. King and Governor Forrest C. Donnell. The former on "Education in Missouri—Today and Tomorrow," the latter, "Education and Missouri's Future." The SCHOOL AND COMMUNITY expects to publish both, at least in abstract, soon.

The Second General Session was especially notable, consisting of a beautiful musical pageant portraying historically the development of Missouri music. "Musica Missouriana," as the pageant was named, will long be remembered for its graphic and dramatic portrayal of Missouri music as it was related to the lives of the folk who lived in the various periods of our State's history. Professor Ernest Hares' unusual talent exemplified in its conception and arrangement, the arduous work of the high schools whose teachers labored so long and diligently in perfecting the various episodes and all the teachers of St. Louis who thru the St. Louis District Teachers Association and with the Board of Education rendered the financial support that made the production possible, have made the teachers of the State their debtors.

The Third General Session which was addressed by H. V. Kaltenborn and Mrs. Myrtle Hooper Dahl ran the Second Session a close second in the matter of attendance. Both sessions had near record attendance.

Saturday morning found only a few of the faithful present. The speakers, Mrs. True Davis, President of the Missouri Congress of Parents and Teachers, and Judge Dorothy Kenyon, Municipal Court of New York City, each had messages of great worth and deserving the attention of all teachers. Many feel that experience

dictates the discontinuance of Saturday morning sessions.

The Discussion Groups which occupied the entire day-light time of Friday, operating as special interest groups in the forenoon and as regular Association Departments in the afternoon were unusually well attended. The only unfavorable reaction observed was with reference to the inadequate sizes of the meeting places. This problem is inherent in the nature of the situation which sets up fifty group meetings with necessarily varying numbers attracted to each.

### Assembly of Delegates

Superintendent L. E. Ziegler, Columbia, was chosen as the permanent chairman of the Assembly. His ability as presiding officer, the order of business which the Executive Committee had worked out, and which the Assembly adopted, together with the business like temper of the delegates all contributed to make this business session unusually productive. Aside from the reports of the regular committees, several of which are published in this issue, interest centered in the report of the Committee on Constitutional Amendments. Several were offered and presented by Chairman E. T. Miller, Superintendent of the Hannibal schools. All proposed amendments were adopted except the one which would have taken the election of the members of the Committee on Resolutions and the Committee on Necrology away from the District caucuses and give their appointment to the Executive Committee.

The new officers elected were Professor John Rufi, First Vice-President; County Superintendent Gladys Magee, Second Vice-President, and Ernestine Ernst, Junior College, Moberly, Third Vice-President. The members of the Executive Committee whose terms were expiring were all reelected. They are Hugh Graham, County Superintendent of Grundy County Schools; Aaron Hailey, Superintendent of Schools, Mountain Grove; and Mrs. Ethel R. Parker, County Superintendent of Maries County Schools. Indicative of the general satisfaction with regard to the management of the affairs of the Association is the fact that this is the first time since 1915 that all members of the Executive Committee have been reelected.



## County Superintendent

### William F. Hupe Honored

TO THOSE WHO LOOK upon teaching as a thankless task, who count the time spent in training children as wasted life, who tolerate the keeping of school only as a temporary necessity and who long for release from the schoolroom into fields more pleasant and remunerative, Wm. F. Hupe's career furnishes a picture worthy of study and emulation.

On the evening of November 15th, under the sponsorship of the Montgomery Community Teachers Association a large number of County Superintendent Hupe's friends—teachers, pupils and former pupils, gathered in the Community Hall of Montgomery City to honor him with a surprise party. Superintendent Geo. Wells as president of the county organization had general charge of the arrangements. Superintendent M. B. Vaughn, a long time friend and co-worker with Mr. Hupe was master of ceremonies.

Appreciation of the honor guest was expressed in terms of gifts, brief talks by officials from the State Department of Education, the State Teachers Association, the Kirksville Teachers College and several of his friends and fellow teachers. A skit was given by a group of pupils. Special music was featured. The formal program was followed by a social hour with refreshments.

Among the biographical facts emphasized in the program were his popularity as a classroom teacher in the schools of his county and his long term of service in his present position as county superintendent of schools. He succeeded to this office in 1909 from the county commissionership of schools, the only county school officer at that time. Of the one-hundred fourteen county superintendents in the state who were serving then Mr. Hupe is the only one remaining. He has been elected to the office nine consecutive times by the votes of the people whom he has served, which of itself is no small tribute to his worth and character.



WILLIAM F. HUPE

"Bill" Hupe's own life and character however tell a more impressive story of his real worth than can gift, or word, or applause or length of service. It tells not alone of the labor he has given but also of the satisfactions he has enjoyed in giving it, not merely of measurable results but more of immeasurable ideals, not simply of what he has attained but something of what he has longed for—the ultimate goals he has reached for and the ideals he has shown to teachers and pupils.

Once in Colorado, it was his first trip to the mountains, he scaled laboriously a mountain peak where he saw a panorama of beauty, such a sight as is given only to those who climb. During the several days he remained in the region of that mountain he lost no opportunity to tell the uninitiated of the joy of this experience, and was happy when he had persuaded someone to climb with him so he too might see. So in other realms. The best he has he shares.

# Art Forms Habits of Industry

WHY DOES THE AVERAGE CITIZEN think the schools should develop industry?

First, what is industry? According to Webster it is the habitual diligence in any employment or pursuit, either bodily or mental, that is you may say steady attention to business. All of us know that industry pays debts and that idleness or despair will increase them.

Second, where do we get industry? Some would say in the homes, others in the schools. But is not the modern public school the organization set up by the taxpayers as a training ground for the youth of the land? No one can question that. Just consider the amount of time a student spends in a school to get the effect of that organization upon his life in the making. These are the formative years and the habits learned while here become definitely a part of his life forever. If education is more than just schooling there will be a change in his attitudes, habits, ideals and perspectives toward life. He will be anxious to learn new and better ways of doing all work. A wide-awake person is interested in more than just one line of endeavor. He is conversant on many subjects.

Third, then industry must be stimulated, grown and developed in our modern school rooms. The one course that is basic to all school subjects and to all industrial businesses is Art and in many schools none of this training is offered in the school curriculum. Therefore, students miss the vital subject that gives them habits of industry. You no doubt have heard Whately's quotation. "A man who gives his children habits of industry provides for them better than by giving them a fortune."

Do you not think that the recent depression years have taught America one definite principle, that we need people with habits of industry. In our present National Defense program we certainly need people who can give steady, diligent attention to business. May I suggest that you look over the list of workers needed for National Defense and note the integration of Art with the work.

As in every other case Art begins at

By SYLVIA JONES  
Art Teacher  
Carthage

home. One does not have to go to Art Centers or travel thousands of miles to find the man-made objects that move us to see or feel beauty in them. They are everywhere all around us right in our own back yards, in our own cities and villages if we are trained to see and recognize them. Art trains students to be alert, open-minded willing to experiment, and research anxious to interpret the present day events by studying the background of yester years. The artist accepts what he has and by experimenting and industry creates something pleasing that has a utilitarian value.

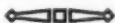
Art as the integrating force of the school curriculum puts the principles of the subjects together to form a more complete, usable work activity. Thus the student sees the many ramifications of the project as he works. The following suggests Art integrated through cooking including flower arrangement and other table decorations that become a part of the art instruction. The unit on bookbinding in Art is integrated with printing and is interwoven throughout with all successful printing needs. Printing, of course, is one of America's greatest industries. In the R. O. T. C. work Art is integrated there in the preparation of the decorations for the annual spring military ball, the decorations include the mirrored ball, streamers, the making of a large "God Bless America Banner" and the lighting effects. The History department of the school especially lends itself well to Art integration because of the large number of cartoons, graphs and illustrations needed to make work more impressive.

Any curricular or extra-curricular activity is more completely presented and better understood and enjoyed if it is integrated with Art. The possibility of developing habits of industry are so much greater than just mere isolated teaching because that is no more than schooling. Education requires activity and art is activity. Students

are full of action and want to do. In integration there must be action in thinking, planning, reading, replanning and the student must do something in order to complete the project. Thus when students are permitted to do there is a greater chance of developing finer habits of work. Most people who learn to work harmoniously during their formative school years will carry on after the training period is completed. The more you do the more interesting it becomes. Perhaps you are familiar with Sir Joshua Reynolds saying, "If you have great

talents, industry will improve them; if moderate abilities, industry will supply their deficiencies. Nothing is denied to well directed labor; nothing is ever attained without it."

Art trains the mind and hands to work together harmoniously, thus in developing good habits of industry work is essential. All of us have tasks to perform with our hands regardless of the chosen profession. What is more pitiful than an adult who can not use his hands successfully to fashion objects of his own.



## Teaching as a Fine Art

TEACHING AS A FINE ART is quite different from the fine art of teaching though they may seem one and the same thing even when viewed from different angles.

The fine art of teaching is the ability to apply science in the method used. But teaching as a Fine Art separates the mastery of subjects from the technology of teaching. It looks constantly to effects, modifications and influences.

In addition to the careful preparation of the lesson, to the understanding of the class needs, individual and group differences; in addition to the methods of presenting the subject matter to be taught, to the class procedure, and to all academic and mechanical phases included in the conduct of the recitation—as necessary and important as all these may be—there is yet a deeper significance, a more lasting result to come from the teacher's work.

It is the result which comes from that fine contact of mind with mind in the learning process; the spiritual union of teacher and class that arises in the flow of the recitation from the mastery of the subject matter through the teaching technique. But art looks beyond the mastery of subject matter to the effect it produces in the life of the growing child; how it influences his thought and action, and, in the end, how it may modify and shape his destiny.

By W. H. MARTIN  
Kansas City

It is teaching as a fine art that produces this deep, delicate feeling and conviction out of which comes the stability of character and from which grows responsibility and high purposes—courage, self-reliance, honesty, sympathy and unselfishness. It is teaching as a fine art that leads to the good life—to the end that we may live honestly, act justly, hurt nobody, and render unto everyone his due.

We as teachers may think it quite enough when the subject matter with its technique has been well taught and this may, and doubtless does, satisfy the common, business mind and it may fulfill, also, the scientific requirements in teaching; but to the finer art, it is only as the warp to the woof in the weaving. Teaching as a fine art looks beyond this to the concomitant out-comes.

It sees the man in the boy, the woman in the girl and the useful members of society in both.

It sees in perspective the fine results of this silent, forceful, but spiritual influence and places itself upon that high pedestal with sculpture, painting, music and literature. The teacher who meets these high requirements can be nothing less than a notably superior teacher.

## Claude Anderson Phillips—Teacher

THE ANNOUNCEMENT recently made by the University of Missouri authorities that Dr. C. A. Phillips, Director of Training in the University, was retired from this position September 1, 1941, having reached the retirement age, was regretfully received by educators throughout the middle west. But this announcement by Dean Theo. W. H. Irion contained the heartening statement that Dr. Phillips is to continue his connection with the University on a part-time professorship, offering at least one graduate course each semester in the field of elementary education and probably carrying on certain other activities as the need arises.

This is as it should be. Of the thousands of people who know him, not one would agree that the mere matter of age should cause him to drop out of the picture. To be sure, Dr. Phillips has earned a well-deserved rest. His life has been terrifically busy—all through the years. Many men would have cracked under the stress and strain. Yet through at least half a century of educational work, his superb physique and tremendous vitality have so held up that today he possesses the bodily vigor and stamina of a man years younger.

Since he has reached the age of retirement, it is perhaps timely to chronicle some of the more important events of his career. It is difficult to do him justice, or even to begin to measure the good he has done for the thousands of students who have sat in his classes. His influence on educational theory and practice in the middle west during the past fifty years cannot be stated in terms of mere words. Therefore, the writer attempts to set forth in a chronological fashion some of the more personal and less well known facts concerning his life.

According to the records, Dr. Phillips was born at Chapel Hill, Missouri, April 14, 1871. He began his educational work at an early age and received the Bachelor of Science Degree from the Odessa, Missouri, College in 1892 when he was only twenty-one years old. To secure this degree practically half a century ago at such an early age was no mean accomplishment. It showed the temper of the man who was later to become a most potent influence in molding the educational thought and practice in

By LIEUT. CHARLES C. CROSSWHITE  
*Station Hospital*  
Fort Francis E. Warren, Wyoming



C. A. PHILLIPS

all of the midwest. The Bachelor of Science Degree was followed by the Master's Degree from the University of Chicago in 1910, and the Doctor of Philosophy Degree from the George Peabody College in 1920.

Dr. Phillips began his career at the bottom of the educational ladder. After four years teaching in a rural school in Lafayette County, Missouri, he went to the Dover, Missouri, schools for three years as principal. He served as county school commissioner of Lafayette County during 1897, 1898, and 1899; three terms in all. Following this, he went to Odessa, Missouri, as principal of the public schools. Then he spent one year as science teacher in the Carrollton, Missouri, High School. From 1900 to 1906 he was superintendent of the public schools at Lexington, Missouri. Dr. Phillips has memory for names that borders on the unusual. It was said of him at Lexington that he could call all of the 1500 or more children by their first names.



By this time Dr. Phillips had established himself as an educator of more than average ability, for in 1906, when he was just thirty-five years of age, he became professor of education at the State Normal School in Warrensburg, Missouri. In 1912 he was appointed head of the department of education and dean at this Normal School—(I use the term "Normal School") for the designation "State Teachers College" was not in use at this time. During his last year there, 1923-24, he was acting president of that institution.

His career at the Warrensburg State Normal School was noteworthy. From a few newspaper clippings is gleaned some information about this great teacher, which to the writer was most interesting. In one yellowed clipping reporting his address at an assembly in Sedalia H. S. dated 1911, I found this statement: "Prof. Phillips is somewhat of a godfather to the high schools in this section of the state."

One Easter Sunday while Dr. Phillips was Superintendent of Schools at Lexington, Missouri, he was called on to deliver the baccalaureate address to the graduates of the Sweet Springs, Missouri, High School. The Sweet Springs Herald made this comment concerning that address: "Certainly our Professor Norvell knew what he was about when he secured the man for the baccalaureate address. Prof. Phillips proved himself to be at once wise and witty, plain and cultured, profound and eloquent—not one of these adjectives is misplaced, and even more could be added."

In 1914, he served as the President of the Missouri State Teachers Association. The state meeting was held in St. Joseph, Missouri, that year. A clipping from the "Student," the college publication of Warrensburg State Normal, states that: "Any account of the State Teachers Association at St. Joseph which omitted the chairmanship of Professor C. A. Phillips would be inadequate. For his management of the Association was one of its features . . . He made one of the best inaugural addresses ever given to a group of Missouri teachers."

In the spring of 1916, Dr. Phillips delivered the annual address to the graduates of the Warrensburg State Normal School. Rabbi Leon Harrison of St. Louis was scheduled to make this address, but, ac-

cording to a clipping from the Student, "He failed to show up and with less than five minutes' notice Dean Phillips took his place on the program . . . However profound and searching may have been the discourse the Rabbi would have given, the speech of Dean Phillips filled the bill. It was given out of the heart of a devoted teacher to his pupils; eloquent at times and laden with sound admonition to spur the young people on in their chosen profession."

In 1924, Dr. Phillips left the Central Missouri State Teachers College at Warrensburg after eighteen years of service there, and accepted a position in the University of Missouri as Professor of Education. His first assignment was to take over the directorship of the University Elementary School. With his characteristic energy and sound judgment he developed an institution which attracted favorable notice throughout the State. His program was thoroughly modern and up-to-date. It soon began to attract the attention of graduate students from an ever-widening area. From 1924 to 1941, approximately two hundred students have worked out Master's Degrees under his direction. Thirteen have taken out either the Doctor of Philosophy Degree or the degree of Doctor of Education.

When Dr. Phillips went to the University of Missouri in 1924, he found the University Elementary School housed in a rather dilapidated, wooden structure on the southwest corner of the Red Campus. Soon after his arrival he no doubt envisioned a great building on the same site which would adequately house the entire university Laboratory School, from the kindergarten to the secondary field. In 1937, the new education building was completed and ready for use. Thus, one of his dreams was realized.

Dr. Phillips is a born teacher. He was able to detect the same qualities in others. The writer once asked him how it was that he was always able to pick out such good teachers. His answer was a bit quaint but straight to the point: "A farmer knows how to pick good mules doesn't he? Well, I know how to pick good teachers."

One of his students, Dr. John P. McKay, said this of him recently: "Of all the people who ever gave me advice about my courses and work in the University, that given by Dr. Phillips was the soundest and best."

On the night of March 27, 1941, in one of those delightful tea rooms that abound in hospitable St. Louis, about a hundred men and women gathered at a testimonial dinner to do honor to Dr. Phillips.

The committee on arrangements invited the Phillips family, and they were all there except William, the youngest son. Mrs. Phillips; Mrs. Nelle Phillips Proud, and her husband Neil, of Kansas City, Missouri; John A. and wife, of St. Louis, Missouri; and Edward, of Washington, Missouri.

Ward Barnes of the Normandy Consolidated School District presided. Songs, talks, and reminiscences featured the program. W. E. Goslin, Superintendent of the Webster Groves Public Schools, likened Dr. Phillips to a magnet in a box of steel filings. "A good teacher is like a magnet," he said. "No man in the middle west," stated Superintendent Goslin, "has contributed so much to the welfare of teachers and children as Dr. Phillips." In a humorous vein, Superintendent Goslin referred to some experiences he had had with Dr. Phillips. On one occasion he went to Warrensburg to try to hire some teachers. He stood outside Dean Phillips' office for a time and then screwing up his courage to the proper level, walked in. Superintendent Goslin said that upon this occasion Dean Phillips disposed of his request in short order and in a manner not entirely satisfactory to him, but which was absolutely correct, of course. He also observed that Dean Phillips may have had a pretty loud bark but he had learned long since that underneath that bark there was something all of us had been looking for.

Superintendent Goslin concluded by paying this tribute to Dr. Phillips: "One of the things America needs most is great teachers—teachers who know where they are going and how to get there. Dr. Phillips is one of those. He has been and still is—a great teacher."

Of course, everyone present wanted to hear from their beloved teacher and friend. The opportunity came when he was presented with a gift set of Sandburg's "Lincoln's War Years."

Misty-eyed and with a voice full of emotion, Dr. Phillips accepted the gift. "This action you have taken," said he, "represents to me the deepest sort of appreciation." With his hearers hanging on every word,

Dr. Phillips looked backward over the trail of yesterday and spoke for several minutes.

"I have always taught," said he, "fifteen years in rural, elementary, and secondary schools; thirty-five years in colleges and universities; and I am still teaching a full professorial load."

Dr. Phillips went on to say that forty years ago he decided to follow the elementary fields and to train teachers in that field. He considers the elementary field the best place to carry on research. The speaker estimated that he has taught more than 10,000 people during his career. He said it was a great privilege to teach them—none greater.

This wonderful teacher gave a demonstration of his uncanny memory for names when he had those present stand who had taken either Master of Arts degree or the Doctor's degree under him. One by one he called them by their first and last names—and he got them all correct too. He set his hearers laughing by telling of a seminar student he once had. "That's the d—est man I ever saw," said the student. "He can think of more things for a person to do than forty people."

Dr. Phillips emphasized the fact that the game of teaching has to do with human personality. "It is the only thing that counts," said he, "for human personality is the stuff out of which our world is made."

Dr. Phillips has achieved considerable renown as an author. For over thirty years he has been publishing regularly various books and articles and has published either independently, or in collaboration with other authors, eleven books, eight monographs, and a number of articles in various professional journals, and he is still writing.

During his eighteen years at the University of Missouri, he has been connected with many activities. To quote Dean Irion: "Dr. Phillips has been an outstanding educator in the State of Missouri for many years . . . he has held many prominent positions on educational committees and commissions and has taken an active part on standing committees at the University of Missouri."

In collecting the material for this story about Dr. Phillips, it was found that there were certain other important educational activities with which he has been connected. For example, he has been responsible

for the entertainment at the annual meetings of the State Department of School Administrators ever since that organization was founded. Since 1926, he has been a member of the Committee on Accredited Schools and Colleges, and it has been his special problem to help organize and standardize the administration of junior colleges in the state. He provided the teaching personnel and supervised the educational work in the Noyes Hospital for crippled children and the Georgia Brown Blosser Home for crippled children at Marshall, Missouri.

Aside from the ordinary duties as Director of Training in the University, Dr. Phillips has concerned himself with the administration of certain research projects. Among the more important of these may be mentioned the reading program, certain experiments in integration both in the Elementary and High School Divisions in social studies, science, and mathematics. More recently, he has become quite interested in a typewriter experiment for young children, and in the filming of important curricular units for demonstration purposes.

And finally, more than any one man, Dr. Phillips has been responsible for the organization, growth, and development of the Department of Elementary School Principals Association of the Missouri State Teachers Association. Ever since the inception of that organization and during its struggling first years, he has been the one

person to whom its leaders could always turn for sound advice and encouragement.

Many honors have come to Dr. Phillips through the years. He is a charter member of Phi Delta Kappa, Chicago; a charter member of Phi Sigma Pi, Alpha Chapter, Central Missouri State Teachers College; a charter member of Kappa Delta Pi, Rho Chapter, Central Missouri State Teachers College; and at the annual meeting of the Missouri State Teachers Association in St. Louis early this month, he was presented the Distinguished Service Award, the highest honor the Missouri State Teachers Association can bestow upon its members. He is the twelfth person to receive the honor. This award is a sort of capstone to a brilliant educational career. All of his friends are truly happy that he has received it. Their only regret is that they cannot honor him more.

But the finest thing about it all is that Dr. C. A. Phillips, teacher, philosopher, and friend, has not retired. For many years, we hope, he will continue to teach, write, carry on research, and willingly give, as he always has done, advice to those who come to him for it. Like a beacon of the airways, its restless white beam probing uncharted depths of the trackless skies, this courageous teacher will continue to chart a safe, sure highway—safe for all those who will to follow.

So, we teachers of Missouri salute you, Dr. Phillips—one of the greatest teachers of the age. May you continue among us for many years to come.



## CELESTIAL STAR

GOD, God, that every heart tonight  
Would leave the darkness made by men  
And follow one celestial star  
To that small Babe. If once again  
These hearts should kneel in fervent prayer  
Beneath that wondrous glow,  
The hates, the fears, the greeds—all these  
Would cease to be; I know, I know.  
God, God, help hearts to understand,  
In darkness let them feel Thy hand;  
Above the war-lord's power and might  
Steadfastly shines one star—His light.

HELEN KITCHELL EVANS  
*Corder, Missouri*

## ATTRACTIVENESS IN FACULTY MEETINGS

Superintendent C. A. Briscoe of Harmony Consolidated School in Nodaway County has initiated a plan of faculty meetings which has extraordinary attractive features. Such meetings are rotated among the buildings of his district, four one room buildings and the central high school structure. The teacher in charge of the building is responsible for the carrying out of the programs which are co-operatively planned. Each member of the faculty is given opportunity and encouragement to participate in the discussions of the problems under consideration. The social part of the program, which is the special responsibility of the teachers in whose building the meeting is held, is always an attractive feature and in this wives, husbands and friends of the faculty participate.

## "WE WHO TEACH"

**W**E WORK with youth  
With one accord,  
That they live and through that living  
Learn to live abundantly.

We work with youth  
Not iron and steel,  
The design is hope's ideal  
Not forged by dies and mill.

We work with youth  
Not plumbers' lead,  
Its tensile strength is will  
Formed in thought, in aptitude, in skill.

We work with youth  
Not bakers' dough  
The leaven must not die.  
Dough's form and pattern can be fixed,  
But change and life deny.

We work with youth  
Not modeling clay  
Its elements and mass are fixed  
While both in human kind will change  
By nurture and by chance.

We work with youth  
To lay the course  
Towards Times and trials unknown,  
But in life the compass-set is still his very  
own.

We work with youth  
To realize a thermostat within  
That climate of passion, hate, and greed  
May tempered be to him.

We work with youth  
And this is best  
Together we plan the way  
But patient practice on the course  
Is his from day to day.

They need light, and air, and love  
But scarce will a sampling do.  
The home, the church, the neighborhood  
Must each its duty do.

Could all who cherish freedom see  
That love and reason in its way  
Do most to build real men  
The ones we call "Good Citizen."

—CHARLES E. GARNER  
Webster Groves, Mo.

## MY PICTURE AND ME



**I** DREW ME A PICTURE with crayons and  
chalk,  
The people so real they can almost talk  
The lions can roar and the elephants trot.  
In making this picture I've learned a lot.

I'll read more stories and the things I've  
read  
Will all come straight in the back of my  
head  
When I make them with paints or mold  
them in clay  
Which I plan to do the very same day.

I like my pictures, they talk for me  
And I am not afraid for all to see.  
Other pictures like mine you'll never find  
So I know they're the very best of their  
kind.

Teacher likes them, she says, "They're  
swell,  
You've tried so hard and you've surely  
done well.  
The space is filled, the colors are bright.  
It holds together with dark against light."

I show them to Mother, she says, "Yes, I  
see."  
And Dad, he says, "Now don't bother me."  
I like my mother and I like my dad  
But they've never made pictures, and that's  
too bad.

They don't know how it feels to do it your-  
self  
And not use a pattern from off the shelf.  
They just don't know and they can't see  
Away deep inside what it does to me.

ANNA DUNSER  
Maplewood, Mo.





# SECRETARY'S PAGE



## OUR LONG-TERM PROGRAM

For sometime many teachers have felt the need for a definite and specific statement of the objectives toward which we as a professional group should work. The Policy and Plans Committee has given us such a statement which appeared in the September issue of *School and Community*.

Is your local teacher group acquainted with this statement of objectives, have they discussed it freely, do they have any suggestions for revision, and have they started thinking as to how we might best attain them?

A series of one page articles on the different goals will appear in future issues of the magazine and should be of assistance to local groups in their study and discussion.



## TEACHER TENURE

One of the goals is "the improvement of the teaching staff through security provided by reasonable tenure provisions." Undoubtedly, it is time that steps be taken toward the securing of better tenure for teachers in Missouri. Under the present legal status, outside the City of St. Louis, a teacher in the spring of the year is automatically fired instead of being automatically hired. The procedure for the dismissal of a teacher is negative rather than positive. The ordinary tenant on a farm has a more favorable position in this respect, since he must be notified at least thirty days in advance of the expiration of his lease or else he has the farm for another year.

You know the suspense and the tension which always prevail in the smaller communities at teacher hiring time. Teachers in schools of all sizes are becoming more and more interested in tenure. A tenure system for teachers is only the application

of the civil service principle in government. Arguments presented against a reasonable tenure law are usually the same arguments used for an extension of the spoils system in government.

Today 30 states and Hawaii have either tenure laws or provision for long-term contracts.



## RETIREMENT

Another of the goals is "the improvement of the teaching staff through an adequate program of teacher retirement."

The larger cities have many teachers whose usefulness has been impaired by declining years. Their immediate problem may be yours fifteen or twenty years from now. The welfare of boys and girls, for whom schools exist, demands that something be done. Today, forty-three states and Hawaii have made some provision for the retirement of teachers. This leaves Missouri one of five states having no provision, whatever.



## LINN COUNTY

Linn County has a 100% enrollment for the first time in the history of the Association.



## NEW FTA CHAPTER

A Future Teachers of America chapter has just been organized at Lindenwood College with a membership of thirty-eight. Chapters are now functioning at Central Missouri State Teachers College, Central College, and University of Kansas City. Why not have one in every institution training future teachers?



# Visual Aids in a Rural School

TOO OFTEN WHEN VISUAL AIDS are thought of in school instruction the mind immediately turns to some mechanical device which projects pictures on a screen. This is a mistake for the motion picture machines, which require electricity in their operation, are just a few of the many visual aids. Most of these aids are available at little or no cost. Probably the greatest problem is not the lack of materials, but an appreciation of them.

Any model, device, picture, or object that can be used to make an abstract idea more concrete is a visual aid. A part or all of the sensory organs may be brought into use.

No doubt the school journey is the most effective of all visual aids. The school journey is an exercise designed to provide complete sensory experience relative to such things that cannot be brought into the classroom. The distance traveled in the journey might be no farther than from the child's desk to a window or door to observe a bird, an insect, an airplane, or a wolf chase going by, or it could be a trip of several miles to a factory, building, museum, or zoo.

Before a school journey is taken that is designed for a specific learning situation, careful plans of procedure should be discussed.

In November, 1939, I took a small rural school, located in Polk County, Missouri, to Jefferson City. First of all approval was gained from the Board of Education, and the method of transportation decided upon. The plan was then presented to the children. With some guidance the pupils decided what we would do on the journey. It was decided to make a short visit at Bagnell Dam, visit the State Capitol, and the State Penal Institution. It may not be acceptable to all, or even advisable to visit the Penal Institution, but in this particular instance, the parents of all the children suggested and desired that we make the visit. We made the trip and as yet no bad results have shown up. We decided on the time to start and return, what we would wear, what, when, and where we would eat. We had a thorough discussion of good etiquette to practice on a trip.

By VERDYS E. TAYLOR  
Jerico Springs

We wrote letters to the various places to be visited and asked permission to make the visit.

This journey was planned eight or ten weeks prior to the starting date. During this period we made a study of the three places we planned to visit, especially of the Capitol as that was the main object of the journey. We read and discussed everything we could find pertaining to the trip.

In studying the Capitol Building we discussed the history, size, cost, amount, and source of materials used in the structure, the architecture, the art, the offices, the Senate and House of Representative Chambers, and the grounds. It is obvious what was gained after the visit.

A comparative study of the cost of crime and education grew out of the visit to the penitentiary. The loss of one's freedom impressed the children deeply.

The power and working ability of machinery was learned at Bagnell Dam.

Besides the vast number of facts that were learned, a better understanding and deeper appreciation of the things we saw was gained. A good lesson in cooperation and respect for fellow travelers was learned. As the round trip amounted to 260 miles, and we started at 4:30 A. M. and arrived home at 10:00 P. M., we had decided before leaving home that everybody would get very tired, but no one was to complain. Our plans all worked satisfactorily.

When industries are being studied a school journey to any plant or factory could be made very effective in clearing up abstract ideas.

Probably one of the most effective journeys that the rural boy and girl can make is into the fields and woods, with which they are so familiar. A deeper appreciation and a better understanding of the habits, beauty, and importance of plants, animals, and insects may be gained from such a trip. These trips are especially valuable in developing a keenness of observation.

Soil formation, erosion, and conservation problems may be studied. Trips to the farm barn can be taken to study and score farm animals.

Interesting and useful insects, flower, leaf, and bark collections may result from field trips. Much of this material can be collected during the summer.

Out of these field trips an interest in a school museum may result. Children will enter whole-heartedly into the collecting of materials for a school museum. One of the chief values will be learning how to discriminate between the valuable and valueless. All materials should be mounted and labeled before it is put away for future use, with the name of the donor and the date. Materials within the ability and range of the children are butterflies, moths, and other insects; insect eggs, cocoons, pressed grasses, leaves and flowers; discarded bird's nests; wasp nests; nuts, seeds, and seed pods; pictures of prehistoric birds and animals; rocks, fossils, Indian relics, minerals; and soils.

An aquarium, a terrarium, an insect cage, and an artificial ants' nest may all be placed in the museum. Directions for making the above mentioned articles may be found in the *Teacher's Manual* of most any of the newer editions of Elementary Science books.

To further the use of visual aids in Nature Study bird-feeding stations, bird boxes for nests and bird baths may be built. Feeding, bathing, and nesting habits may be observed. In the spring the children will delight in bringing frog and toad eggs inside to hatch. Too many must not be put in the container. Some algae or water grass must be put into the water to furnish oxygen and food. Lettuce may be used for food.

If a visit to a museum or zoo is possible and can be made after a field trip the familiar may be tied up with unfamiliar. The work in the text book will be splendidly illustrated.

School and home gardens are valuable visual aids. Then a flower and vegetable show in September will arouse much enthusiasm. The garden should not be an end in itself, but a means to study the effect on growth of variations of heat, cold, frost, moisture, soils, sunlight, and wind, interdependence of plant and animal life; the necessity for crop rotation; the role of insects in plant life; the manufacture of

plant food from raw materials. Estimating the economic value of the garden, and learning about harmful insect control may also be gained.

The use of flat pictures are valuable in practically every phase of the teaching process. The sources of these are almost unlimited. They may be collected from magazines, catalogues, calendars, industrial plants, Travel Bureaus, and commercial concerns. These pictures should all be mounted, indexed, and put on file. A good picture will help to make abstract ideas more concrete. They create ideals and atmosphere, develop new ideas, stimulate interest and bring out definite facts. A good picture will have comparison, contrast, and continuity. The picture should be used for a specific purpose. It should be clear, of good size and coloring, truthful and authentic.

Other representation materials are diagrams, sketches, drawings, posters, graphs, maps, globes, charts, and cartoons. The bulletin board and blackboard are brought into use with graphic aids. Three principles which underlie all graphic forms are color separation, differentiation of shapes and forms, and the evolution of relationship.

Probably the best aid to teach children the third dimension will be the old fashioned stereoscope. One might be found in grandmother's attic. Many excellent stereographs are available for the teaching of science and social studies. They give a reality to pictures, this is valuable to children who have never seen certain wild animals, a pineapple plantation, and thousands of other scenes.

Clay modeling and soap carvings are also interesting activities. Most any hillside will furnish the clay and a soft laundry soap is the best for the carving. The images that are made may be placed in the museum. The materials already prepared to put together for model boats, airplanes, trains, etc., may be bought. Mixing and applying paint may be learned first hand in this work.

The sandtable is a very useful visual aid. Crop rotation, the planning of the farm buildings with reference to convenience to the fields and roads may be put on the table. Scenes of foreign lands, colonial days, pioneer days, etc., are effectively il-



## Of course, there's a Reason, a Time and Place for **CHEWING GUM**

**C**hewing is a basic pleasure enjoyed by all ages of people. And, you can give delicious Chewing Gum to the youngest children with the perfect assurance that it is wholesome and pure.

Chewing Gum helps exercise your teeth and keep them clean and attractive. To point to other merits, chewing Gum freshens up your mouth and helps satisfy between-meal hunger without taking the edge off healthy, meal-time appetites.

Treat yourself to some delicious, inex-

pensive Chewing Gum today. Enjoy it while around your home—when you read, listen to the radio or drive about in the car. See how the chewing helps you concentrate as well as add pleasure to your day.

People with excellent manners and highly regarded by others apply the same good judgment and sense of fitness to “when” and “where” they chew Gum as to everything else they do. They recognize that there is a time and place, just as there is a reason, for enjoying delicious, wholesome Chewing Gum.

V-226

*National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, New York*

illustrated through this aid.

The battery map is a device that will teach facts readily. A bell may be attached to ring when the correct wires are connected.

The homemade theater constructed from prune boxes and broom handles with the pictures placed on a film of wrapping paper is still a useful visual aid. The lower grades especially enjoy illustrating their work on this type film. The puppet show is also effective in teaching stories.

Through dramatization, the order of the events in a story of historical significance is easily taught. Most children like to act and will enjoy this type of work, especially if they can “dress up.” It will help the timid child overcome the fault.

A very entertaining visual aid outside

the classroom is the construction of brush huts, dugouts, Indian teepees, and snow houses.

Simple experiments in science can be carried on in the rural school with a small amount of apparatus.

The rural school of today need no longer be a dry unattractive place where “school is kept.” Since it is placed out in the great, beautiful natural laboratory, it is a place for working and living. The teacher who is interested in her pupils undergoing experiments and experiences will find much of her materials at no cost. She may go out and study them in their natural settings.

The rural boys and girls need to be taught more than just the facts of the life, around them. They must be taught to appreciate the beauty all about them.

### ARE YOU INTERESTED IN A BETTER POSITION FOR THE SECOND SEMESTER?

There will be many good openings at that time in all sections of the country. If not enrolled write immediately for registration blank. Let us know at once of your plans for the second semester and for the school year of 1942-43.

### SPECIALISTS' EDUCATIONAL BUREAU

1023 N. Grand Blvd.

Member of National Association of Teachers Agencies.

St. Louis, Missouri



## *This is Fun*

NOT SO MANY weeks ago I stopped by the classroom of a friend and on the little bulletin board of one wall I spied the subject of this article, printed underneath a picture of children playing in the autumn leaves. I cannot understand why, but for some unsolved reason that little sentence stuck in my mind and over and over I kept repeating, "This is fun, this is fun," until for days and days, it seemed to be the beat of my daily activities. I began to think about it even to the extent of staying awake sometimes after I had retired. I searched its possibilities, compiled its uses, tried it in all balances and did not find it wanting. Finally I decided to pass on the thoughts it brought to me in hopes that they might encourage a fellow worker in his or her daily activities through life.

It seems to me that, like the old song says, "What a wonderful world this would be," if American people would choose for their motto this little sentence, "This is Fun." Think of the things it would do if even teachers chose it as their watchword. "This is fun" to teach school. "This is fun" to solve the difficulties that confront me, for it will show what kind of a person I can be. "This is fun" to search almost endlessly for some way to teach Johnnie and Mary to be careful, thoughtful Americans, and to keep Billy's face and hands clean after the advent of several daily suckers. "This is fun" to teach little hands to hold the pencils that will write their names and to direct little skipping feet into the paths that our Heavenly Father would have them go. "This is fun," even when the day is dreary and the teacher weary, for some day the clouds will pass away and the inevitable sunshine will be found in the beaming smile of a happy face of one of our girls or boys.

It would not be easy to truly practice the motto "This is Fun," but oh! what a record it would have upon human relationships. Think of the selfishness, petty actions, unkind words, unthoughtful deeds, and unhappiness it would conquer. Many boys and girls would step from the commencement platform to life with a fuller and richer view of days to come if each and

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By LENA ADA COUR SIN  
Elementary Teacher  
Bonne Terre

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every American teacher would truly try to practice the motto, "This is Fun."

I imagine many a parent's brow would contain less wrinkles from worry for the beloved children would have a sweeter and lovelier aspect of home life from a day spent in a classroom where the director's motto was, "This is Fun."

Surely superintendent's worries and problems would decrease a full fifty per cent from the effects this little motto would have upon their employees. In fact, I'll bet I could safely say that even the custodians would be different personages if all teachers would say (and practice), "This is fun" to help Mr. So and So keep our school neat and clean.

Troubles are bound to come, lonely hours hang often like weights over our heads, but fellow workers let us resolve to make this time of strife and unrest easier for those we come in contact with each day by practicing the little sentence that would make such a good lifetime motto. Methinks that if we would really try to live this little motto, "This is Fun," and tackle even the hardest tasks with that in mind, the Great Teacher of all would surely write on our record at the end of our way:

Well done my faithful one,  
The race is fully run,  
Now sinks your sun  
On a useful life, "That was Fun."

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### NATIONAL MEETING OF TEACHERS OF SPANISH IN ST. LOUIS DECEMBER 26-27

The Twenty-fifth Annual Meeting of the American Association of Teachers of Spanish will be held in St. Louis December 26-27, 1941, at the Hotel Statler and Washington University.

This will be the first time this Association has held an annual meeting in Missouri. Many prominent speakers from Washington, D. C., and elsewhere will appear on the programs.

# Report of Executive Committee to the Assembly of Delegates

Like most other organizations in this country, from the Federal Government to the smallest corporation, the Missouri State Teachers Association conforms to the pattern conceived by those who originally charted the American way of life. That pattern we call democracy, because it provides for the control of the organization by the people who belong to it.

Those who belong to this Association, acting through local groups, choose delegates to a representative assembly, and those delegates elect the members of the Executive Committee, the body that is charged with direct responsibility for what the organization does. To make possible a periodic review of its acts, the Executive Committee must render annually to the Assembly of Delegates a report of its proceedings. The report required for the year just closed follows.

## Change of Time for This Year's Meeting

The Assembly of Delegates last year adopted a report of the Committee on Time and Place that recommended November the twelfth to the fifteenth, inclusive, as the time for this year's meeting. When those dates were selected, the members of the Committee on Time and Place were informed, through a telegram from the Executive Secretary of the St. Louis Convention Bureau to Mr. Walker, that the Municipal Auditorium would be available for a meeting of the Missouri State Teachers Association at that time. It was discovered later that the information given in the telegram was erroneous, since the Southern Medical Association had been promised the use of the Auditorium for a meeting any time in the month of November. The Medical Association finally selected the first two weeks of that month.

The Executive Committee would have set the meeting of this Association for one of the last two weeks of November, if information as to the date of Thanksgiving had been available. Since that information could not be obtained, and since District meetings put any October date out of the question, it was thought best to set as the time for this year's State meeting the first week in December, and to forestall a like difficulty in the future by tentatively reserving, at the municipal auditoriums in both St. Louis and Kansas City, November dates for several years ahead.

## Proposed Constitutional Amendments

The Assembly of Delegates, at its meeting in Kansas City last year, directed the Executive Committee to appoint a committee, with representation from each Association District, to propose amendments to the Association's constitution, particularly an amendment setting forth more clearly the procedure for the election of Executive Committee members. As appointed on January 15, the members of that committee were as follows: E. T. Miller of Hannibal, representing the First District; Willard Graff of Marshall, representing the Second District; Fred Bruner of Bonne Terre, representing the Third District; Ralph McPherson of Forsyth, representing the Fourth District; L. Blanche Templeton of Atchison County, representing the Fifth District; Lloyd Breuer of Camdenton, representing the Sixth District; C. E. Stephens of St. Louis, representing the St. Louis District; Grace Riggs of Kansas City, representing the Kansas City District; and Bertha Rightmire of St. Joseph, representing the St. Joseph District. Later, Heber U. Hunt of Sedalia was appointed to fill a vacancy caused by the resignation of Mr. Graff, who had been chairman of the committee. After the resignation of Mr. Graff, the chairmanship went to Mr. Miller of Hannibal.

The members of that committee made a conscientious effort to complete in a creditable manner the task assigned them. They first sought suggestions and advice from competent sources, and then held two meetings during the summer vacation, one on June 3 and the other on July 23. The results of their efforts deserve careful and sympathetic

consideration. As required by the Constitution, the amendments proposed have been printed in School and Community and in the program of this year's Association meeting.

## The Question of a Retirement Plan for Association Employees

Recently there has come to the Executive Committee from several sources the suggestion that this Association should institute a plan for the dignified retirement of its employees when age begins to impair their services. While the Committee so far has taken no final action on the retirement suggestion, it has the matter under consideration, and would welcome expressions of opinion as to what its decision should be.

## Committee Reports

The By-Laws of this Association command the Executive Committee to appoint five committees to work in fields indicated by their respective titles. Those committees are as follows: the Committee on Legislation, the Policy and Plans Committee, the Committee on Sources of School Revenue, the Committee on Teachers Salaries and Term of Office, and the Committee on Professional Standards and Ethics. The By-Laws further command the Executive Committee to present the reports of these committees to the Assembly of Delegates. In compliance with that command, the Executive Committee has caused all reports of regular appointive committees to be sent to members of the Assembly in printed form.

## Membership

For the last three years the Association's membership goal has been 25,000, and for each of the three years the number of members has fallen short of the goal by less than 100. Last year's enrollment missed it by only 89. A little extra effort this year should suffice to bridge that gap. That effort should, of course, be centered on those few communities where enrollment still lags. The Executive Committee confidently hopes that such effort will be put forth, and that for this membership year the goal that has been missed so narrowly the last three years will be reached.

## Activities that Bring a Financial Return

Most of the Association's activities fall entirely within the field of services, and consequently entail an expenditure of funds without any compensating income, aside from membership fees. There are four activities, however, that belong in a different category; namely, the publication of School and Community, the operation of the Reading Circle, the promotion of the Association's plan of group insurance, and the handling of exhibits. While each of those activities involves a distinct service, each also brings some financial return, and the combined return from the four normally accounts for almost fifty per cent of the Association's gross income. The return from those activities was normal for the past year, and the present indications are that it will be near normal for the current year. The outlook for the future, however, is somewhat obscure, because of the far-reaching effects of the current national defense effort.

## Finances

It is a pleasure to report that during the fiscal year ending June 30, the Missouri State Teachers Association lived within its means and added something to the reserve it has been accumulating against any unforeseen emergency. Statements prepared by a certified public accountant, showing in some detail both the financial transactions of the Association during the last fiscal year and its financial condition at the close of the year, have been printed with the reports of Association committees. Accompanying those statements is another, prepared by a member of the Headquarters Staff, and showing the estimated receipts and disbursements of the Association for the current fiscal year.

## Conclusion

In all that it has done during the past year, the Executive Committee has been prompted by a desire

to so direct the course of this Association that it will better serve the interests of its members and exert more effectively the beneficial influence it has exerted for more than eighty years toward furthering the cause of education in this State. It should be emphasized, however, that those ends are not to be attained through efforts of the Executive Committee alone. The effectiveness of this organization at any time is dependent largely on the unity of purpose that is manifest throughout the rank and file of its membership. With it, as with every democratically controlled institution, cooperative effort is necessary to the achievement of any worth-while end. For that kind of effort in this

time of stress the Executive Committee makes an urgent appeal.

Respectfully submitted,  
 Aaron C. Halley, Chairman  
 R. M. Inbody, President  
 E. A. Elliott, Vice-President  
 Nellie W. Utz  
 Ethel R. Parker  
 Hugh K. Graham  
 Philip J. Hickey  
 Roy E. Taylor  
 C. W. Mackey  
 Hubert Wheeler  
 Roscoe V. Shores

## Report of Committee on Professional Standards and Ethics

One of the prime requisites for any profession is ethical conduct, and it is only through the observation of proper standards of conduct in our professional relationships that the welfare and betterment of the teaching profession may be achieved. Believing that Missouri has a satisfactory code of ethics, the Committee on Professional Standards and Ethics has tried to make practical suggestions as to how this code may be more effectively and universally used throughout every educational institution, every school system, and every community in our state. The committee believes that this may best be achieved by a widespread attempt to familiarize Missouri teachers with the present code and, in view of this opinion, the Committee on Professional Standards and Ethics makes the following recommendations:

1. That a framed copy of the Code of Ethics be hung in the meeting place of the Board of Education and in the office of the superintendent of every school system in Missouri. It is further recommended that a copy be placed in each classroom, in or-

der that all who enter may better understand the elements of our profession.

2. That all Community Teachers' Associations in Missouri devote at least one program each year to a discussion of professional standards and ethics.

3. That teacher training institutions treat professional ethics as a definite unit in providing systematic training for future teachers. The Committee wishes to commend those institutions now having this as a regular part of the curriculum, and to urge that in all institutions, students who desire to enter the teaching profession be required to become familiar with the provisions of the Missouri code.

4. That all teachers when next employed be given a copy of the Code of Ethics with their contracts. It is further recommended that after this year, a copy of the Code of Ethics be given with the contract to new teachers entering the profession.

Respectfully submitted,  
 Dorothy Quarles, Chairman  
 Davis Acuff  
 C. W. McConnell

## Report of Legislative Committee

### The Legislative Program

The main part of the Association's legislative program for the 1941 session of the General Assembly had been formulated prior to the meeting of the Assembly of Delegates in Kansas City on November 6 of last year, and was presented to the Assembly at that time. As then outlined, the program consisted of four major and three minor objectives, as follows:

#### A. Major Objectives.

1. To insure reasonably adequate support of the public schools of Missouri.
  - a. By asking for the continuation of the practice of appropriating one-third of the State Revenue for public school support.
  - b. By bolstering that request with data showing the need for, and the use to be made of, the funds sought.
2. To pave the way for the dignified retirement of supernannuated teachers.
  - a. By supporting such retirement proposals for the larger cities as will not hinder retirement legislation for the remainder of the State.
  - b. By seeking retirement legislation for that part of the State not included in proposals for the larger cities.
3. To seek legislation designed to further dignify and exalt the office of County Superintendent of Schools.
  - a. By providing a more attractive salary for the office.
  - b. By demanding higher qualifications for the office.
4. To seek legislation designed to improve the teaching personnel of the public schools.
  - a. By modifying the laws governing the certification of teachers.
  - b. By raising the basic qualifications required for entrance into the teaching profession.

#### B. Minor Objectives.

1. To seek adequate support for the State Department of Education.
2. To give the State Institutions of higher learning such assistance as they may need and desire in their efforts to guarantee satisfactory maintenance.
3. To support the proposed constitutional amendment that would increase the pay of members of the General Assembly.

Immediately after the list of objectives in the 1940 report of the Legislative Committee, the following paragraph appeared:

"The major and minor objectives listed include all the legislative proposals that the Committee has agreed to support. There are sure to be other proposals, however, that will call for Committee decisions after they are brought forward. Consequently, the Legislative Committee reserves the right to make recommendations with respect to other measures, when its members agree that recommendations are desirable."

In conformity with that reservation, the Legislative Committee subsequently added to the Association's legislative program as follows:

1. At its meeting in Kansas City on November 8, 1940, the Committee interpreted a resolution adopted by the Assembly of Delegates two days earlier as a mandate to support a proposal for a constitutional amendment that would authorize the boards of directors of certain school districts, with the consent of two-thirds of the voters voting on such a proposal, to levy a special tax for general school purposes, not to exceed \$1.00 on the \$100.00 valuation, in addition to the \$1.00 tax now authorized.

2. At its meeting in Jefferson City on January 29, 1941, the Legislative Committee adopted the report of a sub-committee that proposed five minor changes in existing school laws, as follows:

- a. A proposal to amend the law that provides building aid to consolidated or enlarged districts in the amount of \$1,000.00 for each building aban-



done, so as to make it apply to newly formed common school districts that meet certain requirements as to average daily attendance and approval by the State and county superintendents of schools.

b. A proposal to require districts that are denied equalization aid because of low attendance, but persist in maintaining schools, to spend for school maintenance as much as would have been available therefor on the basis of equalization aid, or forfeit their organization and become unorganized territory.

c. A proposal limiting State aid for the transportation of resident pupils to districts having an area of thirteen or more square miles or a one-way dimension of five or more miles.

d. A proposal to increase from five to twelve the number of resident pupils in average daily attendance required for the first high school teaching unit.

e. A proposal forbidding the State Superintendent of Public Schools to release State aid apportioned to a district that has six directors or maintains a high school, until the financial report required for the preceding school year has been received in his office and approved by him.

3. At the same meeting in Jefferson City on January 29, 1941, the Legislative Committee accepted as a part of the Association's legislative program a proposal presented by a sub-committee of the Executive Committee, providing that in no case, and irrespective of deductions, shall the equalization quota of a district whose school or schools the State Superintendent of Schools has approved, be less than fifty per cent of the guarantee to which the district is entitled on the teaching unit basis.

#### Part of the Program Not Presented to the General Assembly

Such was the Association's legislative program for the 1941 session of the General Assembly, only four items of which were not presented for consideration by its members. A retirement proposal for that part of the State outside the three largest cities was not presented, although a bill was drawn and was held in readiness for introduction, had the time ever seemed opportune. No bill proposing higher qualifications for the office of county superintendent was introduced, since it was feared that the introduction of such a measure might hinder passage of the bill that sought for the office additional compensation for added duties in connection with transportation. Nor was any proposal presented either for modifying the laws governing the certification of teachers or for raising the basic qualifications required for entrance into the teaching profession. Reluctance to present those measures can be accounted for by the confusion and uncertainty that characterized the entire session of the Sixty-First General Assembly. It seemed unwise to seek the passage of too many measures that experience had shown to be highly controversial.

#### Effort in Behalf of the Program

Seldom, if ever, in the history of the Association has a greater effort been made in behalf of a legislative program than was made in behalf of the one formulated for presentation to the Sixty-First General Assembly. The Legislative Committee began work on the program a full year before the Assembly convened, and the entire program was ready for presentation as soon as the introduction of bills was possible. That the bills sponsored by the Association were introduced early is attested by the fact that they all bore relatively low numbers.

Not only was the program formulated and presented early, but effort to win support for it was begun early and was continued as long as an Association measure was pending. Mimeographed reports of studies bearing on the problem of public school support were prepared at intervals from April, 1940, to January, 1941, and were given such circulation as their character seemed to justify. A booklet entitled *MISSOURI AND HER CHILDREN* and a folder entitled *THE MISSOURI TAX DOLLAR* were published by the Association early in the summer of 1940, and were widely distributed. The legislative program and parts of it were the subjects of numerous addresses by members of the Legislative Committee, by members of the Headquarters Staff, and by volunteers from the ranks of the teaching profession, at meetings of teachers, civic organizations, and service clubs throughout the State. After the General Assembly convened, representatives of the Association and of other interested teacher groups were in Jefferson City

constantly, and reports of legislative developments as observed by them were sent frequently from the Headquarters Office to city and county superintendents, to community association officers, and to other people whose names had been furnished by members of the Legislative Committee. At a time when the usual appropriation for public school support seemed seriously threatened, the Association's stand on the subject was given wide publicity through a newspaper release that many editors, especially those in the larger cities, thought worthy of notice. In fact, every legitimate effort was made to bring about favorable consideration by the General Assembly of all measures in which the Association was interested.

#### Legislative Accomplishments

The results of the Association's legislative effort at the last session of the General Assembly are well known, but a recapitulation here will not be amiss. Two items listed as major objectives were embodied in measures that were passed. They were the appropriation of one-third of the State Revenue for public school support and the fixing of a more attractive salary for the office of county superintendent. The minor objectives listed merely committed the Association to the support of measures sponsored by other groups. One of those measures was a proposed constitutional amendment that would have increased the pay of members of the General Assembly. That proposal was defeated at the polls in the general election of November, 1940. The other two minor objectives called for the appropriation of funds for the support of the State Department of Education and the State Institutions of higher learning. Such appropriations were made; and, while they were not all that was sought, it is to be hoped that they will prove reasonably adequate for their purposes. The proposed constitutional amendment authorizing a higher tax for school maintenance in certain districts, that was approved by the Assembly of Delegates last year and later accepted by the Legislative Committee as a part of the Association's legislative program, was passed by the General Assembly, but in a form that restricts its application somewhat more than was implied in the resolution adopted by this Assembly. As approved for submission to the voters, the proposed amendment applies only to city, town, and consolidated districts in St. Louis County. One of the five changes in existing school laws, proposed in the report of a sub-committee that was accepted by the Legislative Committee, received legislative approval. It was the one forbidding the State Superintendent of Public Schools to release State aid apportioned to a district that has six directors or maintains a high school, until the financial report required for the preceding school year has been received in his office and approved by him.

The benefit to school districts from the appropriation of one-third of the State revenue for public school support was lessened somewhat by the action of the General Assembly in financing from State school moneys some services that usually have been financed from the State revenue fund. The effect of that action is to diminish by more than \$800,000 the amount that otherwise would have gone to school districts during the next biennium. The loss of that amount of revenue is not in itself very serious, but the change of legislative policy back of the loss is highly disturbing. It establishes a precedent that could be extended to so many other services as to deprive the public schools proper of any appreciable benefit from the normal increases in State revenue, without abandoning the practice of appropriating one-third of that revenue for public school support. It ignores entirely the plight of those districts that, while taxing themselves to the constitutional limit, still lack adequate revenue for operating purposes. It suggests the assumption that one-third of the State revenue is more than the public schools proper need, while all pertinent facts indicate that considerably more than one-third would be necessary to enable Missouri to assume among the States the position, as regards school support, that its wealth justifies.

The Association's accomplishments at the last session of the General Assembly are not to be minimized; for, despite the failure of a significant part of its program, the results obtained are highly important. The appropriation of one-third of the State Revenue for public school support probably insures full payment during the next biennium of the State's basic obligations under the 1931 school law, and consequently, freedom of the State's public



schools from such financial stress as they endured during a similar period of national emergency a quarter of a century ago. The salary increases given county superintendents will serve to dignify and exalt the office of those to whom we must look for leadership in any effort to improve educational conditions in rural communities. The constitutional amendment which proposes to increase the taxing power of certain districts in St. Louis County, if ratified at the polls, will be the means of preventing a drastic lowering of standards in some of the State's leading school systems. And finally, the authority given the State Superintendent to require satisfactory financial reports before releasing State aid to certain districts, will go far towards insuring proper use of the funds appropriated by the General Assembly for school maintenance.

#### **Sustained Effort Required to Change Established Policies**

The part of the Association's legislative program that met defeat was composed largely of items that sought radical changes in long-established State policy. Such changes are always resisted by forces that are not easily or quickly overcome. To vanquish them requires long and persistent effort directed not only at members of the General Assembly, but primarily at those whose opinions legislators reflect. A quarter of a century of effort was required to remove from our State constitution an impediment to the enactment of a teacher-retirement law. Consequently, we should not despair of ultimate success merely because we have failed in our early attempts. We should rather build hope on experience, and forge determination from the knowledge that nothing of great value is ever won easily.

#### **A Suggestion to the Executive Committee**

It would be imprudent to conclude this report without some reference to a policy pursued by the Executive Committee in relation to the Committee on Legislation for the last session of the General Assembly. That policy is indicated by the fact that the Committee was appointed early; that it was

large enough to give all parts of the State representation, but not too large for effective work; and that its personnel was left unchanged, except where vacancies resulted from resignations. The merit of the policy lies chiefly in the fact that it makes those who have been responsible for formulating a legislative program also responsible for piloting it through the General Assembly. Convinced that the policy has distinct advantages, we respectfully suggest that it be adhered to in the future.

#### **Appreciation**

The members of the Legislative Committee deeply appreciate the splendid support accorded their program. Hundreds of school people and an appreciable part of the lay public worked diligently and tirelessly for its success. The members of the Senate and the House of Representatives, even though they were not sympathetic towards some parts of the program, gave the Committee attentive hearings, and worked diligently for the parts they favored. That fine cooperation is sincerely appreciated. The Executive Committee, the Headquarters Staff, and the State Department of Education were untiring in their efforts. To them and to all others who in any way lent support to the legislative program of the M. S. T. A., the members of the Legislative Committee express sincere thanks.

Respectfully submitted,

M. B. Vaughn, Chairman  
Roger Smith  
E. E. Simpson  
C. H. Hibbard  
Paul Keith  
Ralph Marcellus  
Homer W. Anderson  
Herold C. Hunt  
Tracy Dale

Advisers—

A. G. Capps  
Willard E. Goslin  
Walter H. Ryle  
Lloyd W. King

## **Report of Committee on Teachers' Salaries and Term of Office**

This Committee in its study of teacher tenure and teachers' salaries was struck by the unfavorable light in which the State of Missouri stood in comparison with other states.

#### **Tenure**

Outside of the City of St. Louis a Missouri teacher has less legal tenure than a tenant farmer. Before a tenant farmer's lease expires, he receives at least thirty days' notice as to whether or not he will be back for another year. Except in St. Louis City, teachers may be dismissed at the end of a school year without any notice whatever.

Lack of suitable tenure in the teaching profession promotes inefficient teaching, and makes the teaching profession unattractive to capable young men and women; while on the other hand a good tenure law would protect the children, protect competent teachers, eliminate incompetent teachers, promote efficient teaching, make teaching attractive to young men and women of high quality, and reduce patronage pressure.

The Committee believes that the following purposes of tenure—as stated by the Committee on Tenure of the National Education Association at Boston, 1941—should guide us:

1. To protect classroom teachers and other members of the teaching profession against unjust dismissal of any kind—political, religious, or personal.
2. To prevent the management or domination of the schools by political or non-educational groups for improper or selfish purposes.
3. To secure, for the teacher, employment conditions which will encourage him to grow in the full practice of his profession, unharmed by constant pressure and fear.
4. To encourage competent, independent thinkers to enter and to remain in the teaching profession.
5. To encourage school management, which might have to sacrifice the welfare of the schools to

fear and favor, to devote itself to the cause of education.

6. To set up honest, definite procedures by which the undesirable people may be excluded from the teaching profession.
7. To protect educators in their efforts to promote the financial and educational interests of public school children.
8. To protect teachers in the exercise of their rights and duties of American citizenship.
9. To enable teachers, in spite of reactionary minorities, to prepare children for life in a democracy under changed conditions.

Tenure laws of various kinds have been adopted in thirty states and the Territory of Hawaii. The law has been made statewide in ten states; ten states have continuing contracts; seven states have tenure except for small districts; while two states have tenure laws in several districts.

The tenure laws in two of the thirty states are not in effect. The Oklahoma law was declared unconstitutional and the one passed in Wisconsin in 1937 was repealed in 1941. The Legislatures of Illinois and of Ohio have this year passed tenure laws. In Ohio the law is statewide while the one in Illinois applies to all of that State except Chicago, which has had tenure for some twenty years.

Your Committee recommends that the Legislative Committee prepare a tenure law to be presented to the General Assembly of the State of Missouri embodying the following features:

1. In rural districts and in districts not maintaining first-class high schools, the board of education shall be required to notify the teacher, in writing, at least thirty days before the end of the school term, of decision not to reemploy. Failure to notify the teacher constitutes reemployment under the same conditions as the previous contract, in which case the board is to tender a contract before the close of the current school term. The teacher is to furnish

- the board with written acceptance within thirty days after receiving the contract. Failure to do so, on the part of the teacher, constitutes non-acceptance of the position.
2. In school districts maintaining first-class high schools the permanent tenure plan should be applied. It should provide for two employment periods, the probationary period and the permanent period.
    - a. The probationary period should consist of two years in a school district, except for teachers who have acted as substitutes, or those who have acquired permanent status in another district. In either case, the probationary period may be reduced. A continuous contract is recommended for the probationary teacher and any continuous employment in the same school district beyond the probationary period constitutes permanent tenure. Procedure and cause for dismissal of a probationary teacher should be included in the law.
    - b. The permanent period should begin automatically whenever the teacher has begun to continue service in the district in which he served his probationary period. This period shall continue until a retirement age has been reached or the teacher is removed for cause. The retirement feature is in the hands of the Retirement Committee so no further mention will be made of it here.

The removal of teachers, under the provisions of law, should have certain guiding principles:

1. The law should state specifically the procedure necessary in filing charges and also clearly state the board of education's right to disregard trivial or unfounded charges.
2. Professional incompetency on the part of the teacher should be charged only by school officials, while patrons' charges should be re-

stricted to types of offenses of which the layman is an adequate judge.

3. Procedure relative to dismissal at the end of the year, and relative to charges serious enough to warrant dismissal immediately, necessarily will be different.
4. Adequate time should be given the teacher to file his answer to charges, in which case the board of education should review the charges and hear the teacher's defense before further action is taken.
5. Appeals from the decision of the board of education to the civil courts or a state tenure board should be expedited for the good of the administration and the teacher.
6. If a state tenure board is established it should include members of the teaching profession.
7. Demotions should be covered in the law by provisions similar to those covering dismissal.
8. Salary reductions in a school district should be made uniformly with respect to all teachers of the same qualifications and experience.
9. The contractual relation between the school board and the teacher should be established without question, and should provide for a writ of mandamus rather than merely a suit for breach of contract in case of alleged unfair dismissal. (The writ of mandamus would require the school board to reinstate the teacher or show cause why the case was legal.)
10. Provisions for the resignation of the teacher should be included so as to give school boards ample time to make satisfactory replacements.

#### Salaries

A study of the salaries paid to public school teachers in the State of Missouri reveals that the average salary paid in school districts of various sizes was almost without exception less in 1939-40 than in 1931-32.

**TABLE I**  
Teachers Employed and Salaries Paid in Representative High School Districts of Missouri—School Years 1931-32 and 1939-40

Teachers Employed per District 1931-32	Total Teachers 1931-32	Total Salaries 1931-32	Average Salary 1931-32	Total Teachers 1939-40	Total Salaries 1939-40	Average Salary 1939-40	Number of Dist. Both Years
From 5-9	512	\$ 471,548	\$ 921	624	\$ 559,220	\$ 896	69
From 10-19	1271	1,314,304	1034	1439	1,467,206	1020	90
From 20-49	1325	1,501,158	1133	1475	1,647,347	1117	44
From 50-99	658	878,248	1335	725	930,230	1283	10
From 100-399	1461	1,981,263	1356	1584	2,166,188	1368	9
From 400-3000	5664	13,957,600	2464	5449	12,497,246	2293	3

Data for the school year 1931-32 were taken from special reports of superintendents on file in the office of the Missouri State Teachers Association except for a few cases where such reports were not obtainable and in those cases, data were taken from the 1931-32 School Directory of Missouri. All data for the school year 1939-40 were taken from the Ninety-First Missouri Report of Public Schools.

By an examination of Table I it is indicated in some degree that salaries in the larger districts had greater reductions than salaries in the smaller districts.

**TABLE 2**  
Average Annual Salaries of Missouri Teachers 1931-32 and 1939-40

	1931-32	1939-40
Rural Districts	\$ 599	\$ 630
High School Districts	1558	1448
All Districts	1232	1186

Table 2 shows that the average salary of rural teachers has increased approximately five per cent over the eight-year period, while teachers in those districts maintaining high schools have experienced a reduction of approximately seven per cent.

This Committee is making no recommendations as to a state-wide salary schedule, setting up salary standards, as has been done in approximately one-half of the states. A study of the salary standards of these states indicates a wide variety in the setting up of which the necessary criteria apparently were not considered.

The salary standard for Missouri teachers is not one of which to be proud. According to recent statistics Missouri ranks twenty-third in salaries of teachers. This position is not consistent with her

ability to support her schools because she ranks eighth to thirteenth in eleven items that have been selected as indicating her ability to pay.

The most recent available statistics on salaries of teachers are those of 1939-40. There has been no appreciable increase in teachers' salaries in Missouri since that time, but there are many indications of the desire on the part of some districts to further decrease expenditures for teachers' salaries. How does this compare with the added cost of living in 1941-42 with prices on commodities advancing twenty to one hundred and fifty per cent over the previous year?

It is not expected that a successful teacher will ever be paid what he is worth, but every teaching position should:

- 1—attract young persons with highest qualifications
- 2—hold those persons who will continue to grow and improve themselves
- 3—permit those who teach to have material and cultural surroundings comparable to their positions
- 4—provide a dignified retirement for aged or incapacitated teachers

These requirements are not too much to expect and can be achieved only by paying adequate salaries to the teachers of Missouri.

This Committee wishes to acknowledge the assistance rendered it by the National Education Association, the State Department of Education, and the office of the Missouri State Teachers Association.

Respectfully submitted,

R. R. Brislin, Chairman  
Mary Flahive  
Oscar Carter

# Report of Committee on Policy and Plans

During the past year the Policy and Plans Committee has set up a series of Goals for the Association. These Goals were printed about June 1 in a 4" x 9" folder, and during the past several months the folders have been distributed rather widely throughout the state.

"Our Goals" as set up by the Committee are as follows:

The primary purpose of the Association is the improvement of the effectiveness of the schools.

- I. By the improvement of the teaching staff.
  1. Through a more effective system of selection and preparation of candidates, and in-service growth of teachers.
  2. Through more effective certification requirements and procedures.
  3. Through strict observance of our Code of Ethics.
  4. Through adequate compensation for services rendered.
  5. Through security provided by reasonable tenure and provisions.
  6. Through an adequate program of teacher retirement.
- II. By the improvement of the learning environment.
  1. Through more efficient organization and administration.
    - a. Administering all programs of public education by regularly constituted educational agencies.
    - b. Organizing school units which will function more adequately.
    - c. Extending education upward and downward.
    - d. Continuing and improving a system of publicly supported higher education.
    - e. Removing education, state and local, from partisan politics.
    - f. Developing closer cooperation between the schools and other social agencies.
    - g. Interpreting the school program more effectively.
  2. Through adequate financial support.
    - a. Providing such support from local and state sources, and from federal aid distributed under state determined procedures.
    - b. Distributing school funds in such manner that all sections will be interested in securing and maintaining an effective state school program.

3. Through adjustments of curricula and methods.

a. Adapting education to the needs of the individual and to the needs of society.

b. Giving meaning to, and appreciation of, the fundamental privileges and obligations in American Democracy.

The Policy and Plans Committee has carried out another rather extensive project during the early fall. Regional conferences were held in four sections of the state, the conferences being sponsored jointly by the Committee and the teachers colleges. The Chairman of the Committee attended all of these conferences and presented a paper entitled "Educational Planning in Missouri." The paper was, for the most part, an explanation of the Goals mentioned above.

Approximately 350 persons heard the discussions in the four meetings, and in each conference the interest in the Goals was quite enthusiastic. Following two or three of the conferences the school men took definite steps to bring the problems of public education into the attention and thinking of teachers, boards of education, parent-teacher organizations, and other groups and individuals throughout the various parts of the state. It is believed by members of the Committee that considerable benefit should develop from the distribution of the folder and from the regional conferences.

The Committee has prepared a suggested plan of implementation to serve as a follow-up, and it is the sense of the Committee that the suggested plan is appropriate material for any educational group, particularly District Teachers Associations.

The Committee wishes to urge school leaders throughout the State to use whatever means they may be able to command to stimulate study and discussion of the immediate and long-range problems of the Association.

Respectfully submitted,

Irvin F. Coyle, Chairman  
 Joe E. Herndon  
 R. M. Inbody  
 Lloyd W. King  
 Uel W. Lamkin  
 Chas. A. Lee  
 Hazel McCombs  
 Bert Clare Neal  
 H. P. Study  
 L. G. Townsend

## Report of Committee on Sources of School Revenue

The report of this Committee for the last two years have emphasized the need for additional school revenue, as indicated by a comparison of expenditures in Missouri with expenditures in the United States as a whole. In that connection, they have called attention to the fact that in numerous studies of tax resources Missouri has been ranked as better than an average State in ability to support schools. They have also presented comparative data showing the sources of school revenue in Missouri, in the hope that such data might suggest possible sources of additional revenue.

The members of this year's Committee are of the opinion that the need for a thorough understanding of the problems presented by the reports of their predecessors the last two years is more pressing now than it was when their reports were made. It is their judgment, therefore, that this year's report will best serve its purpose if it adheres rather closely to the pattern set by those of the last two years, utilizing, however, the more recent data now available, and likewise drawing data from earlier years, so as to show trends that may cause the school revenue problem of this State to stand out in bold relief. It is their judgment also that attention should be called to recent developments which further complicate the school revenue problems.

### The Need for Additional School Revenue in Missouri

Two years ago the Committee on Sources of School Revenue presented data taken from *Statistics of State School Systems*, a biennial publication of the U. S. Office of Education, showing that, for the school years 1931-32 and 1935-36, Missouri ranked considerably below the national average with respect to both teachers' salaries and per-pupil expenditures for school maintenance. On the basis of those data and the increase of school revenue in Missouri from 1936 to 1939, the Committee estimated that approximately \$6,000,000 additional school revenue would be required to bring school expenditures in Missouri up to the national average. That the same condition has long existed and still exists, according to the latest data available, is shown by the data in Table 1.

According to the data in Table 1, the average per-pupil cost for current expenses, exclusive of interest, was \$13.19 less in Missouri than in the nation at large, for the school year 1937-38. That amount multiplied by the number of pupils in A. D. A., 610,384 according to the U. S. Office of Education, gives \$8,050,965, the additional amount that would have been required to bring Missouri expenditures up to the national average for that year. Of that amount, approximately 77 per cent would have been

**TABLE 1**  
Average Annual Cost Per Pupil in A. D. A.  
For Current Expenses, Exclusive of Interest Payments  
And Average Annual Salaries of Teachers, Supervisors, and Principals  
In Continental United States and Missouri

School Year	Per-Pupil Cost		Ratio of Mo. to U. S.	Teachers' Salaries		Ratio of Mo. to U. S.
	U. S.	Mo.		U. S.	Mo.	
1919-20	53.52	\$43.15	80.62%	\$ 871	\$ 797	91.50%
1929-30	86.70	70.28	81.06	1,420	1,235	86.97
1931-32	81.08	70.02	86.36	1,417	1,230	86.80
1933-34	67.48	60.27	89.32	1,227	936*	78.48
1935-36	74.30	60.43	81.33	1,283	1,048	81.68
1937-38	83.87	70.68	84.27	1,374	1,134	82.53

\*Calculated from data on file in the M.S.T.A. Office. All other items were taken from Statistics of State School Systems, U. S. Office of Education.

required for teachers' salaries and 23 per cent for other purposes.

Although Missouri expenditures increased between six and seven dollars per pupil from the school year 1937-38 to the school year 1939-40, it is probable that national expenditures increased also. It seems safe, therefore, to conclude that the need for additional school revenue is still as great as it was estimated to be two years ago, if it is assumed that Missouri expenditures should at least equal the national average.

#### School Revenue in Missouri and Its Sources

For almost half a century more than 90 per cent of the revenue receipts of Missouri school districts has come from two sources: namely, the State treasury and local taxes, including taxes on public utilities that are assessed on a county basis. For the last twenty years, approximately 95 per cent of that revenue has come from those two sources, as shown in Table 2, which presents data compiled from published reports of the State Auditor and the State Superintendent of Public Schools.

**TABLE 2**  
Revenue Receipts of Missouri School Districts And the Part That Came from  
Local Taxes, the State Treasury, and Other Sources

School Year	Local Taxes	State Treasury	Other Sources	Total School Revenue
1891-92	71.25%	15.80%	12.95%	\$ 5,548,066
1901-02	74.51	16.95	8.54	8,113,509
1911-12	81.00	12.18	6.82	14,381,822
1921-22	81.36	14.32	4.32	40,316,806
1931-32	81.57	13.37	5.06	46,676,774
1939-40	65.01	29.99	5.00	51,829,112

It seems evident from the data presented in Table 2 that if additional school revenue is to be obtained it must come from either local taxes or the State treasury. The other sources from which school revenue is drawn are interest from local permanent

funds, interest on temporary investments, and fees, none of which offers any promise of increase.

#### Local School Taxes

Tables 3 and 4 present data that are intended to throw light on the question of local school taxes.

**TABLE 3**  
Valuation of All Taxable Property in Missouri School Taxes Levied and Average School Tax Rates

Levy Year	Assessed Valuation	School Taxes Levied	Average Rate in Cents per \$100
1931	\$4,766,960,289	\$42,336,528	88.81
1936	3,795,634,668	33,555,625	87.88
1937	3,795,317,417	33,922,874	89.38
1938	3,845,893,383	35,573,378	92.50
1939	3,819,924,247	35,951,870	94.12
1940	3,778,756,085	36,261,861	95.96

The amounts shown in the second and third columns of Table 3 were taken from published reports of the State Auditor, with the exception of school

taxes levied for the years 1931 and 1937, which were obtained from reports of the settlements of county collectors with county courts, as filed in the office of the State Auditor.

**TABLE 4**  
Percentage Changes in the Assessed Valuation of Taxable Property in Missouri  
With the Total for 1929 as the Base

Levy Year	Real Estate	Personal Property	Merchants and Manufacturers	Public Utilities	All Classes
1929	73.48	12.48	4.01	10.03	100.00
1932	63.12	9.68	3.06	9.70	85.56
1934	56.12	7.30	2.79	9.35	75.56
1936	55.24	7.46	3.03	9.32	75.05
1938	55.15	8.46	3.43	9.00	76.04
1940	54.82	9.11	3.19	7.60	74.72
1940	73.37	12.19	4.27	10.17	100.00

The assessed valuation of taxable property in Missouri reached an all-time peak of \$5,057,404,483 in 1929. Each number in Table 4 shows what per cent the assessed valuation of the class of property indicated for the designated year was of the total for 1929. The plan of the table makes it possible for

one to get at a glance a good idea of what has happened to the assessed valuation of any class of property, or of all classes combined, since 1929. Between the two lines beneath the table the distribution numbers for 1940 have been so adjusted as to make the total for that year the base. A comparison



of those numbers with the ones for 1929 shows that each class of property represented almost exactly the same part of the whole in 1940 as it did in 1929.

An isolated view of the data presented in tables 3 and 4 would inspire little hope for any considerable amount of additional school revenue from local taxes in the near future. The trend of assessed valuations is still downward; and, while the average school tax rate has been moving upward the last few years, that trend has probably been due to interest and sinking fund requirements. In most districts where the need for additional operating revenue is keenly felt, the tax rates for operating purposes are already at the constitutional maximum. An isolated view of those data may not be justified, however, since there is the possibility that the present tendency towards a general inflation of values will reverse the trend in assessed valuations, as a

like tendency did at the time of the last world war, when assessments increased steadily from 1916 to 1920 and then jumped more than 72 per cent in one year. While such a radical change is not likely to occur this time, and is certainly not desirable, since the cause producing it would more than nullify its beneficial affects, some increase in assessed valuations is a distinct possibility that should not be disregarded.

#### State Money for School Purposes

As indicated by the data in Table 2, the importance of the State treasury as a source of public school revenue has increased enormously since the school year 1931-32. What accounted for the increase is indicated by Table 5, which reflects a percentage distribution by points of origin of the money which went from the State Treasury to school districts during the calendar years 1932 and 1940.

TABLE 5

#### Percentage Distribution by Points of Origin of the Money that Went from the State Treasury To the School Districts of Missouri

	1932	1940
One-Third of the State Revenue.....	67.93%	87.35%
Other Appropriations from State Revenue.....	3.32	0.78
Total from the State Revenue Fund.....	71.25	88.13
Interest on State Permanent School Funds.....	2.97	1.16
One-Half of the Tax on Foreign Insurance Companies.....	22.27	7.23
Federal Funds for Vocational Education.....	3.51	3.48
All Sources .....	100.00%	100.00%

The sum of the three items shown in Table 5 that did not come from the State revenue fund was a little greater in 1940 than in 1932; yet that sum accounted for only 11.87 per cent of the total in 1940, against 28.95 per cent in 1932. It seems evident, therefore, that if the public schools are to get additional money from the State Treasury it must

come from the State revenue fund. Consequently, it is worth while to ask, Whence comes the money that goes into the State revenue fund? That question is answered by Table 6, which shows a percentage distribution by major sources of the money that went into the fund every other year from 1930 to 1940.

TABLE 6

#### Percentage Distribution by Major Sources of Receipts into the State Revenue Fund of Missouri

Calendar Year	Income Tax	Beer & Liquor Tax	Sales Tax	Other Taxes	Total State Revenue
1930	30.29%	0.00%	0.00%	69.71%	\$15,216,293
1932	31.06	0.00	0.00	68.94	10,598,018
1934	21.86	16.86	18.96	42.32	16,340,090
1936	18.58	17.97	40.35	23.10	29,763,262
1938	17.70	12.91	50.04	19.35	40,261,006
1940	16.05	13.34	53.22	17.39	43,254,921

The principal sources of State revenue, as indicated by Table 6, are three taxes, only one of which was being levied a decade ago. The taxes other than those three produced more than \$3,000,000 less in 1940 than in 1930. It follows that, if the public schools are to get more revenue from the State treasury than they have been getting, the yield of the income tax, the tax on beer and liquor, and the sales tax must continue to flow into the State revenue fund. Yet, at each of the last two sessions of the General Assembly, a determined effort has been made to divert from the State revenue fund all or a part of the yield of the sales Tax; and now there is talk of resorting to the initiative and referendum process in an effort to persuade the people of the State to do what the General Assembly has refused to do. Manifestly, all friends of public education must oppose that effort, as they have opposed every other effort, to so deplete the State revenue fund that decent support of the public schools would be impossible.

Still another threat to State support of public schools assumed a menacing aspect at the last session of the General Assembly. That threat is somewhat more subtle in character than the one which seeks to divert money from the State revenue. It would leave the State revenue fund intact, continue the time-honored custom of setting aside one-third of that fund for public school support, and then make appropriations from the one-third

for purposes somewhat alien to the support of public elementary and secondary schools. Such appropriations to the extent of more than \$800,000 were made at the last session of the General Assembly. This threat must also be opposed vigorously by all who seek to safe-guard State support of public schools.

#### Recommendations

In view of the conditions and trends noted, the following recommendations seem justified:

1. That a determined effort should be made to increase local support of public schools wherever prevailing tax rates and property valuations justify such an effort.
2. That any effort to divert the yield of any tax from the State revenue fund should be vigorously opposed.
3. That with due regard for the demands of other governmental services, no effort should be spared to see that the public schools get a fair share of all money available in the State revenue fund.

Respectfully submitted,  
M. C. Cunningham, Chairman  
H. S. Thomas  
L. E. Ziegler

Advisers:  
R. E. Curtis  
Conrad Hammar

# Missouri State Teachers Assn. Financial Statements June 30, 1941

## EXHIBIT "A" BALANCE SHEET AS AT JUNE 30, 1941 ASSETS

<b>CURRENT ASSETS:</b>			
Cash on Hand and in Banks .....	\$11,009.71		
Accounts Receivable			
Reading Circle .. \$	6,441.98		
School and Community ...	425.05		
Checks and Warrants—Association ...	296.00		
Checks and Warrants—Reading Circle ..	2,512.47		
	9,666.10		
Less: Reserve for Bad Checks and Accounts .....	2,823.90		
<b>Total Receivables</b>		6,842.20	
Inventory of Books (Not Consigned)		1,695.72	
<b>Investments:</b>			
United States Defense Bonds—At Par .....	30,000.00		
United States Savings Bonds—Present Value	17,000.00		
United States Federal Farm Mortgage Bonds—At Par .....	6,000.00		
<b>Total Investments</b>		53,000.00	
<b>Total Current Assets</b>			\$ 73,447.63
<b>FIXED ASSETS:</b>			
Real Estate—Land ..	11,915.50		
Real Estate—Building .....	59,112.02		
Less: Reserve for Depreciation ....	13,712.04	45,399.98	
Furniture and Equipment .....	10,653.72		
Less: Reserve for Depreciation ....	7,118.47	3,535.25	
Delivery Truck ...	467.68		
Less: Reserve for Depreciation ....	233.84	233.84	
<b>Total Fixed Assets</b>			61,084.57
<b>Total Assets</b>			<u>\$134,532.20</u>

## LIABILITIES

<b>CURRENT LIABILITIES:</b>			
Accounts Payable (Accrued Expenses and Taxes) .....	795.68		
Membership 1941-1942 (In Advance)	1,236.00		
<b>Total Current Liabilities</b>			\$ 2,031.68
<b>FIXED LIABILITIES:</b>			
Life Memberships		1,610.00	
<b>NET WORTH:</b>			
Balance June 30, 1941 .....		130,890.52	
<b>Total Liabilities and Net Worth</b>			<u>\$134,532.20</u>

## EXHIBIT "B"

### OPERATING STATEMENT FOR FISCAL YEAR ENDED JUNE 30, 1941

Gross Book Sales ..	\$82,075.92		
Less: Returns and Allowances .....	581.16		
<b>Net Book Sales</b>			\$ 81,494.76
<b>COST OF BOOKS SOLD:</b>			
Inventory July 1, 1940	1,794.45		
Books Purchased	63,419.94		
Freight and Drayage—In .....	165.57		
	65,379.96		
Less: Inventory June 30, 1941 ..	1,695.72	63,684.24	
<b>Net Income from Book Sales</b>			17,810.52
<b>MEMBERSHIP DUES</b>			
	40,694.00		
Less: Community Association Re-funds .....	\$ 4,741.20		
District Association Refunds .....	12,055.50	16,796.70	
<b>Net Income from Membership</b>			32,897.30
<b>ADVERTISING SOLD</b>			
			9,282.59
<b>OTHER INCOME:</b>			
Interest and Premium on Bonds ..	797.79		
Insurance Commissions .....	131.37		
Group Insurance Service Fees ...	1,045.00		
Book Exhibits ...	1,106.68		
Miscellaneous Income .....	162.98		
<b>Total Other Income</b>			3,243.82
<b>Total Gross Income</b>			63,234.23
Less: Operating Expenses—Exhibit "C" .....			58,847.07
<b>Net Operating Profit</b>			4,387.16
<b>ADDITIONS TO RESERVE:</b>			
Reserve for Bad Checks and Accounts .....	616.00		
Reserve for Depreciation—Buildings	1,182.24		
Reserve for Depreciation—Equipment	513.76		
Reserve for Depreciation—Delivery Truck .....	116.92		
<b>Total Additions</b>			2,428.92
<b>Net Profit for Period</b>			<u>\$ 1,958.24</u>

## EXHIBIT "C"

### OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1941

	Reading Circle	Associa-tion	School and Community	Total		Reading Circle	Associa-tion	School and Community	Total
Salaries	\$ 5,156.73	\$12,206.46	\$ 7,144.67	\$24,507.86	Fuel	50.00	64.53	40.00	154.53
Postage	2,622.04	900.50	731.44	4,253.98	Light and Water	70.00	72.58	60.00	202.58
Paper and Printing	1,353.93	230.28	6,292.62	7,876.83	Telephone and Telegraph	30.00	581.78	70.00	681.78
Stationery and Office Supplies	396.31	350.52	281.04	1,027.87	Taxes	600.00	1,053.81	400.00	2,053.81
General Expense	25.00	39.45	25.00	89.45	Enroll. Campn.		174.01		174.01
R.C. Board and Executive Committee	77.00	2,187.58		2,264.58	State Meeting—Program Talent		3,626.96		3,626.96
Exchange and Bank Charge	151.11	263.07		414.18	State Meeting—Program Exp.		1,320.53		1,320.53
Traveling Expense		1,440.84	361.34	1,802.18	State Meeting—Dept. Exp.		431.41		431.41

## SCHOOL AND COMMUNITY

**EXHIBIT "C"—Continued**  
**OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1941**

	Reading Circle	Associa- tion	School and Com- munity	Total		Reading Circle	Associa- tion	School and Com- munity	Total
Insurance	160.00	226.89	100.00	486.89	Policy and Plans				
Janitor's Salary	300.00	384.61	300.00	984.61	Committee	385.91			385.91
Repairs and					Resolutions Com.	40.00			40.00
Replacements		85.50		85.50	Sal. and Tenure				
President's Expense		367.74		367.74	Committee	20.40			20.40
Truck Expense	65.00	69.93	65.00	199.93	Constitution Amend-				
N.E.A. Dues and					ment Committee		110.23		110.23
Expenses		68.56		68.56	Auditing	75.00	100.00	75.00	250.00
Other					E. M. Carter				
Organizations	25.00	62.00	50.00	137.00	Memorial		100.00		100.00
Com. on Sources					Engraving and				
of School Rev.		49.15		49.15	Art Work			261.90	261.90
Legislative Com.		4,416.71		4,416.71					
						\$11,157.12	\$31,431.94	\$16,258.01	\$58,847.07

**EXHIBIT "D"**

**CASH DISBURSEMENTS FOR THE PERIOD  
FROM JULY 1, 1940 TO JUNE 30, 1941**

Account	Total
Office Salaries and Wages	\$24,274.66
Postage	4,253.98
Paper and Printing	7,876.83
Stationery and Office Supplies	1,027.87
Unclassified Expense	85.55
Reading Circle Board and	
Executive Committee	2,242.85
Exchange and Bank Service	
Charge	414.18
Freight and Drayage	165.57
Travel Expense	1,778.38
Light and Water	202.58
Telephone and Telegraph	685.28
Taxes	1,687.45
Enrollment Campaign	174.01
State Meeting, Program Talent	3,626.96
State Meeting, Program Expense	1,320.53
State Meeting, Department	
Expense	431.41
Insurance, Building, Etc.	537.89
Keeper of Building	891.00
Repairs and Replacements	85.50
Truck Expense	199.93
N.E.A. Headquarters	68.56
Other Organizations	137.00
Legislative Committee	3,983.83
Resolutions Committee	40.00
Committee on Sources of	
School Revenue	49.15
Policy and Plans Committee	385.91
Committee on Salaries and Tenure	20.40
Book Purchases	63,419.94
Accounts Payable	256.02
Refunds, Community Association	4,741.20
Refunds, District Association	12,055.50
President's Expense	367.74
Bad Checks Charged Back	3,222.23
Cash Refunds	51.97
Sales Tax Paid	2.39
Auditing Expense	250.00
Social Security Tax, Salary	
Deductions	149.01
Social Security Tax, Employer's	
Share	149.01
Fuel	154.53
Janitors Supplies	84.61
Engraving and Art Work	261.90
Furniture and Equipment	378.55
E. M. Carter Memorial	100.00
Bonds Purchased	18,000.00
Constitution Revision Committee	110.23
	<u>\$160,402.09</u>

**EXHIBIT "E"**

**CASH RECEIPTS FOR THE PERIOD FROM  
JULY 1, 1940 TO JUNE 30, 1941**

Account	Total
Cash Book Sales	\$15,591.99
Collection on Account	75,547.87
Bad Checks Redeemed	2,891.94
Sales Tax Collection	2.10
Cash Refunds	59.88
Membership Fees	49,328.00
Group Insurance Commission	131.37
Addressing Service	155.90
Interest and Bond Premiums	495.93
Group Insurance Service Fees	1,045.00
Exhibits—Annual Meeting	1,106.68
Credit Union Stock Redeemed	300.25
Bad Account Recovered	12.27

**Total Cash Receipts** \$146,669.18

**RECONCILIATION OF CASH AND BANK  
BALANCES AS AT JUNE 30, 1941**

	Revolving and			
	Boone Co. Trust	Boone Co. National	Petty Cash and Bank	Total Cash
	Company	Bank	Fund	Balances
Balances at Beginning of Business July 1, 1940	\$15,501.07	\$ 7,366.55	\$2,775.00	\$ 25,642.62
Receipts—Reading Circle	84,846.61			84,846.61
Receipts—Association		37,688.71		37,688.71
Receipts—School and Community		24,133.86		24,133.86
Transfer from Reading Circle		18,000.00		18,000.00
<b>Balance Plus Receipts</b>	<u>\$100,347.68</u>	<u>\$87,189.12</u>	<u>\$2,775.00</u>	<u>\$190,311.80</u>
Disbursements—Reading Circle	\$ 76,582.06			\$ 76,582.06
Disbursements—Association		\$68,455.07		68,455.07
Disbursements—School and Community		15,364.96		15,364.96
Transfer to Association	18,000.00			18,000.00
Balance at Close of Business June 30, 1941	5,765.62	3,369.09	\$2,775.00	11,909.71
<b>Disbursements Plus Balances</b>	<u>\$100,347.68</u>	<u>\$87,189.12</u>	<u>\$2,775.00</u>	<u>\$190,311.80</u>

We certify that in our opinion the attached Exhibits correctly set forth the financial condition of the Missouri State Teachers Association for the period ended June 30, 1941 and results of operations for the period ended June 30, 1941.

Very truly yours

CLAUDE C. ELLIS

Certified Public Accountant

# In Memoriam

## The following teachers have died during the year 1940-41

Aggus, Mrs. Xavia ..... Lanagan  
Alexander, Charles ..... Donaldson, Iowa

Berry, John L. .... Unionville  
Beaumont, Mary B. .... Kansas City  
Black, Hattie E. .... St. Louis  
Bloomfield, A. W. .... St. Joseph  
Bone, Mary ..... Piedmont  
Bruce, Mary B. .... Kansas City  
Bryan, Mrs. Margaret Bell ..... University City  
Buehner, Gertrude H. .... St. Louis

Camerer, Lolita ..... Vandalla  
Cantlon, John ..... Warrensburg  
Carroll, Marlon ..... Kansas City  
Caulk, J. P. .... Oakwood  
Chapman, Annie L. .... St. Louis  
Cole, Chas. A. .... Union  
Collins, Della M. .... St. Louis  
Colton, Phebe B. .... St. Louis  
Conley, Giles Y. .... St. Louis  
Connell, Genevieve ..... St. Louis  
Cooper, Bette ..... Kansas City  
Corlett, Eva ..... Joplin  
Craven, Sylvia I. .... Tarkio

D'Amour, Sophia ..... St. Louis  
Diem, Wesley F. .... St. Louis  
Dierson, Louise C. .... St. Louis  
Diestelkarup, Rev. H. H. .... Rolla  
Dillon, W. G. .... Butler  
Doellner, Emma H. .... St. Louis  
Doutt, Marjorie ..... Independence  
Dunn, Amelia A. .... St. Louis

Eltzen, Meta ..... St. Louis  
Elliott, W. M. .... St. Joseph  
Ellis, Milford ..... Fulton  
Ernst, Alice B. .... St. Louis

Frissell, Ophir ..... Oak Ridge  
Funkhouser, Alma ..... Kansas City

Garner, Thelma ..... Stanberry  
Garrett, Mrs. Dora Frasure ..... Harrisonville  
Gledinghagen, Mrs. Ruby Craig ..... Owensville  
Graham, James W. .... Warrensburg  
Greenwald, Mabel J. .... Kansas City  
Gross, Carl R. .... Cameron

Heltzell, Lillian M. .... St. Louis  
Hendrick, Louise ..... Overland  
Hess, Frances ..... Carrollton  
Holloway, S. J. .... Versailles  
Howard, Lucille ..... Aurora

Jackson, Virginia Vanlandingham.. Kansas City  
Johnson, C. Earl ..... Cabool  
Jollivet, Alice ..... St. Louis  
Jones, William, Jr. .... New Cambria  
Jordan, L. D. .... Goodman

Kennett, Mary E. .... Kansas City  
Keys, Diana ..... Kansas City  
Kiehne, Herbert ..... Jackson  
Kilburn, Collins ..... Waynesville  
Knobbs, Wallace ..... Kirksville  
Koenig, Anna M. .... St. Louis

Laudlaw, Annie H. .... St. Louis  
Lehrmann, Hans G. .... St. Louis  
Long, S. M. .... Kansas City

McCartney, L. L. .... Hannibal  
McCaslin, E. E. .... St. Louis  
McCaustland, Elmer J. .... Columbia  
McGrath, Agnes ..... St. Louis

Marquardt, Alvina M. .... St. Louis  
Martin, Frank L. .... Columbia  
Matlock, Nelle F. .... St. Louis  
Melcher, Carrie Lebrecht ..... Kansas City  
Meyers, Robert L. .... Dadesville  
Miles, Mamie ..... St. Joseph  
Morris, Cora E. .... Bois D'Arc  
Morton, E. E. .... Clayton  
Mouser, Edwin ..... Marquand

Naeter, Nora ..... Cape Girardeau  
Neely, Mary ..... St. Joseph  
Nichols, Mrs. Georgla B. .... Canton  
Norwine, Mrs. Anna E. .... Flat River

O'Donoghue, Florence ..... St. Louis  
Olmstead, Mabel ..... St. Louis  
Olmsted, Lucille Mrs. .... Potosi

Parker, Charles S. .... Kansas City  
Perkins, Arlie ..... Steelville  
Pringle, Ernest E. .... Kansas City

Rahing, Melba ..... University City  
Rayfield, S. L. .... Eminence  
Reess, R. G. .... St. Louis  
Regenhardt, Norma H. .... Cape Girardeau  
Rhodes, Mary Belle ..... New Cambria  
Rich, Isabelle M. .... St. Louis  
Ritchie, Frances O. .... St. Joseph  
Robinson, Fern ..... El Dorado Springs  
Roth, Frederick G. .... Clayton

Sampson, C. L. .... St. Louis  
Saxton, Emma Barrick ..... Kansas City  
Scott, Lenna ..... Bucyrus  
Scully, Dorothy R. .... St. Louis  
Silver, Julia ..... Carthage  
Sitze, Orville ..... Zalma  
Smith, Gertrude ..... Hannibal  
Stewart, Ruth Ivins ..... Revere  
Stratton, Mrs. Ione S. .... St. Louis

Tant, Bonnie ..... Wardell  
Teeters, William ..... Lutesville  
Thomas, O. W. .... Richards  
Tillery, Kathryn ..... Kansas City  
Tugel, D. E. .... St. Louis  
Turner, Eloree ..... Grant City

Warner, Pearl E. .... Cameron  
Whipple, Bertha K. .... Columbia  
White, Elizabeth L. .... Nevada  
Willits, Ora M. .... St. Louis  
Witten, M. Wray ..... Versailles  
Wood, Mary Lydia ..... Kansas City  
Woodruff, Don ..... Rolla





## ITEMS OF INTEREST



### HENRY COUNTY HOLDS IMMUNIZATION CLINICS

According to a report from Miss Kathryn E. Spangler of Henry County, eight immunization clinics were held in as many places during October for the benefit of school children and pre-school children.

One thousand, one hundred and three were immunized, four hundred and fifty-five against small pox and six hundred forty-eight against diphtheria. Of this number, one hundred and eighty-eight were of pre-school age. Five teachers, also, were treated. The clinics were under the direct sponsorship of the State Board of Health, The County Superintendent, eight city superintendents, the county public health nurse, the district health officer, and ten of the county's leading physicians representing the Henry County Medical Society.

### EAST CENTRAL MISSOURI TEACHERS ASSOCIATION MEETING AT POTOSI OCTOBER 24-25

A meeting of the East Central Missouri Teachers Association, an organization of Negro teachers, was held at Potosi on October 24, 25.

Mr. John Purnell, St. Louis, was the guest speaker who opened the sessions with an address on "Adjusting the Educational Program of the Elementary and Secondary Schools in Small Communities to National Defense."

Visitors described the program as one of unusual interest and merit. New officers elected were: President, Ralph Spencer; Vice-President, W. F. Willis, and Secretary, Miss Lenore Howe.

### SCHOOL NEWSPAPERS

Answers to a questionnaire sent out by Jewell Ross Davis of Warrensburg to superintendents of the Central Missouri State Teachers College District indicate that eighty-two per cent of those answering have either a school paper or school column in their local papers. Other items brought out by the investigation are—

Papers are sponsored by English, commerce, social science, and journalism teachers in this order of frequency, journalism having only one and English seventeen.

The majority of editors desire school notes if they are well written and on time.

Some of the editors' reasons why they are not wanted are—

Very little of it;

Students presenting it give little effort to it;

Prefer to use a paid reporter to get school news;

Lack of general interest;

Believe separate publication better;

School makes no effort to give live copy;

School superintendent does not desire it;

Feature stories are better;

school.

School gives out news only to boost some attraction;

Do not believe it worthwhile;

Low reader interest.

### DRIVER EDUCATION IN HIGH SCHOOLS

A new publication is being made available to the high school superintendents and teachers of Missouri in the form of "Instructional Materials in Driver Education and Traffic Safety—." It is being issued by the State Highway Department of Education and collaborated in by the Secretary of State, representing the Motor Vehicle Administrative Association.

An attempt has been made to adapt this material to the high school age level, or the time in life when the greatest desire to efficiently operate a motor vehicle is most likely to occur.

The suggestions for giving instruction furnishes many useful ideas and is adequate for any instructor with an average knowledge of a motor vehicle and a desire to help improve the conditions that now exist on our highways.

There are eight illustrative units which follow more or less an outline form. Each unit gives objectives, discussion topics, activities for students, and references. These units may be covered in a short time or expanded to suit the time and conditions that may exist.

The appendix contains interesting examples of units that have been worked out and successfully taught; an extensive bibliography from which a useful library on the subject of Safety Education may be built up; lists of visual aids from which many free films may be obtained; services of various State Departments that may be secured, and sources of free material.

Due to the economic problem and the social problems caused by an ever increasing number of unnecessary accidents on our streets and highways, we have heard much discussion and many studies have been made as to the cause of highway accidents and a possible remedy.

Civil Engineers, who design, construct and maintain our highways, and Mechanical Engineers who design and construct our motor vehicles, have done much to eliminate hazards and make driving a pleasure instead of a hazardous hardship.

The Enforcement officers are doing much to stimulate proper conduct on our streets and highways—

But to the educators comes the responsibility of developing in the individual the correct social attitudes, the proper knowledge of correct driving procedure, and the desire to attain good judgment in the operation of motor vehicles. These attributes are more easily attained at an age when the greatest motive exists to learn the proper procedure in motor vehicle operation. This occurs at, or near, the time when the individual attains the legal driving age—possibly sophomore or junior in high

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## Missouri Mutual Credit League

1005 Grand Avenue

KANSAS CITY, MISSOURI

This ad contributed by

Missouri State Teachers Association

## CALDWELL COUNTY SENIOR DAY

Caldwell County Senior Day was held in Polo on Wednesday, October 29, 1941. The purpose of Senior Day is to promote a feeling of cooperation and friendship between the students of the high schools of the county. At the same time it gives them an opportunity to discuss their common problems and to think together on their privileges and responsibilities as citizens of our country.

Senior Day was promoted by having the senior class from each high school choose delegates to represent it. These delegates elected a committee who planned a most effective and entertaining Senior Day, which was centered around the theme of "EDUCATION IS DEFENSE." The program consisted of an afternoon meeting of talks and musical numbers furnished by the seniors chosen from the high schools represented, followed by a dance and social games immediately preceding a banquet at six-thirty attended by 142 persons. The evening entertainment consisted of musical numbers, group singing and speaking. The principal speaker was Hon. Lloyd W. King, State Superintendent of Schools.

## ATTENTION EDUCATORS

Young men need help in selecting a vocation. Need never greater. Present emergency has demonstrated the need for practical education for young men. Ranken has helped thousands of young men get the right start on a job. Bulletins covering 12 trades are available. They will help you with your counseling program. Ranken IS NOT OPERATED FOR PROFIT. Write today for free set of Bulletins No. 10.

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## SCHOOL AND COMMUNITY



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*a trained faculty will enable the institution to continue its record of educational service and leadership.*

## THE 1942 SUMMER SESSION

The 1942 Summer Session is now being planned with a full recognition of the special educational needs which can be met by a program of summer study. Present conditions indicate the need in particular for specialized training in the various professional fields. The summer program will offer challenging opportunities for all persons who may be interested in a vital program of University study.

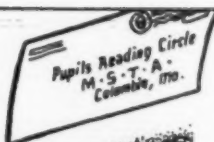
## CALENDAR

June 15.....	Monday, registration
June 16.....	Tuesday, class work begins, 7 a. m.
July 4.....	Saturday, Independence Day, holiday
August 2.....	Sunday, Baccalaureate Address, 8 p. m.
August 7.....	Friday, summer session class work closes, 4 p. m.
August 7.....	Friday, Commencement Exercises, 8 p. m.

*For information about the Summer Session address:*

**DEAN THEO. W. H. IRION**  
Director of the Summer Session  
212 Education, Desk 1

**UNIVERSITY OF MISSOURI**  
Columbia, Missouri



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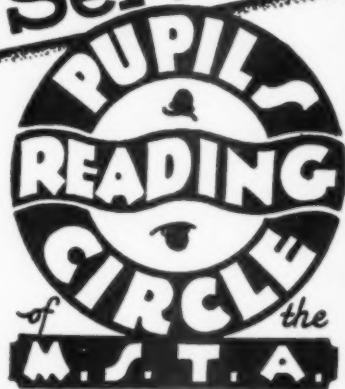
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